DOCUMENT RESUME

ED 268 038 SO 017 027

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TITLE A Guide to Curriculum Planning in Social Studies Education.
INSTITUTION Wisconsin State Dept. of Public Instruction, Madison.
PUB DATE 86
NOTE 224p.
PUB TYPE Guides - Classroom Use - Guides (For Teachers) (052)

EDRS PRICE MF01/PC09 Plus Postage.
DESCRIPTORS Computer Assisted Instruction; Course Objectives; Curriculum Development; Educational Change; Educational Planning; Elementary Secondary Education; Ethics; Evaluation Methods; Futures (of Society); Graduation Requirements; *Integrated Curriculum; Resource Materials; *Sequential Approach; *Skill Development; Social Sciences; *Social Studies; *State Curriculum Guides; Textbooks

ABSTRACT

Designed to provide social studies educators with specific information for the development of local school district K-12 curriculum, this guide is organized into eight sections. Following an introduction, section 1 provides a rationale, goals, and major themes for the social studies and social sciences. Section 2 presents a scope and sequence organization by grade level. Section 3 examines thinking and reasoning as educational objectives and presents a rationale for an "Integrated Skills Network." Section 4, which focuses on evaluating and improving the social studies program, is followed by a discussion of the use of computers and software in the social studies. In section 6, resources and references for teachers are listed including professional organizations, information sources, and books for the social studies professional. Section 7 examines the changing curriculum, limitations of textbooks in an information age, the coordinating of schooling and education, the remodeling of the structure of knowledge and logic, balancing the fragmenting and binding forces of schooling, and the radical reconstruction of education. Appendices (section 8) provide information on graduation requirements, minimum allocated instructional time, writing in the social studies, the Directed Reading/Thinking Activity (DRTA), state social studies publications and observance days, instructional television programs, and the use of informal classroom drama. (LH)

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Social Studies

Wisconsin Department of Public Instruction
Herbert J. Grover, State Superintendent

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A Guide to Curriculum Planning In Social Studies Education

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1986

Bulletin No. 6251

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Foreword

Perhaps the most significant claim in *A Nation at Risk*, the report of the National Commission on Excellence in Education, is the following:

> Our concern goes well beyond matters such as industry and commerce. It also includes the intellectual, moral, and spiritual strengths of our people which knit together the very fabric of our society.... For our country to function, citizens must be able to reach some common understandings on complex issues, often on short notice, and on the basis of conflicting or incomplete evidence.

This statement is essential to our understanding of the central purpose of the social studies: namely, the development of enlightened citizens who can function effectively as members of the local, state, national, and international communities. In light of this purpose, it is important that we recognize the long-standing and overriding rationale of the social studies as the development of civic literacy, which is defined as effective living in our several communities with skills in communicating, participating, valuing, decision-making, critical thinking, and serving the community. The school together with the community must develop programs and projects so that citizenship education can take place outside of as well as within the classroom.

The broad range of the social studies program addresses multicultural experiences, gender equity awareness, an understanding of Wisconsin and United States heritage, global perspectives, and economic and geographic literacy.

Through these areas of study social studies programs provide rich experiences that help our students learn the skills required for successful living in our complex world.

I would like to thank the Social Studies Task Force and the larger social studies community of Wisconsin for their contributions in developing this planning guide.

Herbert J. Grover
State Superintendent

Task Force

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Acknowledgments

Appreciation is extended to the members of the State Social Studies Curriculum Study Committee for their review of the manuscript. Committee members include: Earl Bakalars, Glendale; Betty Biesiada, Racine; Jeffrey J. Blaga, Racine; Tia Bojar, Milwaukee; Colleen Brady, Madison; Jackie Cody, Rhinelander; George Conom, Sun Prairie; John Daly, Madison; Don Davis, LaCrosse; William Dunwiddie, Neenah; Phil Ferguson, Waukesha; Jean E. Freiermuth, Baraboo; Julia Froehreich, McFarland; Chuck Gloor, Milwaukee; Avery Goodrich, Milwaukee; DeAn Hansen, River Falls; James Harris, Rothschild; H. Michael Hartoonian, Madison; Walt Herscher, Appleton; Eileen Hilke, Sheboygan; William Hill, Milwaukee; Betsy Huegel, Manawa; Robert Johnson, Madison; Donna Jornby, Janesville; Howard Kanetzke, Madison; Gladys Kauffman, Madison; Roger Keene, Black Earth; Alice Kehoe, Milwaukee; James Kraft, Wausau; Kay Krause, Kenosha; Steve Landfried, Stoughton; Margaret A. Laughlin, Green Bay; Dimitri Lazo, Milwaukee; Michael Lindsay, Eau Claire; Lou Maris, Milwaukee; Bob McDevitt, Marion; Mike McKinnon, Janesville; Jim Moore, Eau Claire; Gail Moran, Waukesha; Russell Mosely, Madison; Barbara Neuhengen, Green Bay; Clarence Newton, Shawano; William O'Gara, Eau Claire; Richard Palm, Eau Claire; Robert Pavlik, Milwaukee; Hannah Pickett, Milwaukee; Loren Rathert, Middleton; Ken Ripp, Eau Claire; Ann Rowland, Fort Edwards; Art Rumpf, Milwaukee; Norris Sanders, Green Bay; Mark Schug, Milwaukee; Heidi Schweizer, Appleton; Paul Shires, Glendale; Linda Shriberg, Madison; Barry Slowey, Birchwood; Jim Snavely, Kohler; Charles Soper, Pittsville; Jeff Stockwell, Appleton; Roger Thiede, Eau Claire; Claud Thompson, Oshkosh; Donald Thompson, Racine; Catherine Warnecke, Milladore; Tom White, Oshkosh; Elmer Winters, Eau Claire; Corrine Zabel, Kohler; Dean Zimmerman, Wisconsin Rapids; and David Zitlow, Whitefish Bay.

The following individuals also contributed to the curriculum guide, adding expertise in several areas, particularly in the area of world and global studies: William Albert, Madison; Susan Bacun, Waukesha; James Becker, Bloomington, Indiana; Tony Bralick, Waukesha; Henry Bucher, Cottage Grove; Deborah Couch, Middleton; Marylee Crofts, East Lansing, Michigan; Beth Elver, Mount Horeb; Carol Hansen, Madison; Carroll Heideman, Madison; Peggy Mueller, Chicago, Illinois; Barbara Rhem, Madison; Paul Schoenike, Monroe; Ken Swift, Madison; and Marilyn Turkovich, Chicago, Illinois.

Thanks are also in order to the many Wisconsin educators who gave constructive comments and suggestions in the development of this guide. In addition, several students at the University of Wisconsin-River Falls, under the guidance of DeAn Hansen, contributed activity starters.

Finally, special thanks are due to Amy French and Barbara Sebranek, typists; Vickie Rettenmund, graphic artist; Greg Doyle, Ellen Donovan, and Sarah Helfman, editors; and Neldine Nichols, photographer—all of the Department of Public Instruction—and to Patricia Schoonover of the University of Wisconsin - Green Bay, who did the art work.

The state and the nation recognize the differences in the experiences of women and men, of all races, colors, ethnic groups, and of people of varied physical and mental abilities. These factors often result in the sorting, grouping, and tracking of female, minority, and disabled students in stereotyped patterns that prevent them from exploring all options and opportunities according to their individual talents and interests. The cost of bias to academic achievements, psychological and physical development, careers, and family relationships is significant. All students should have the opportunity to observe their own places in the curriculum, to grow and develop, and to attain identity.

To that end, the Department of Public Instruction recommends the inclusion of all groups in the curriculum and in teaching materials. Invisibility, stereotyping, imbalance and selectivity, unreality, fragmentation and isolation, and linquistic biases should be eliminated. We urge Wisconsin school districts to actively value all persons by including the contributions, representations, and experiences of all groups in curricular objectives and classroom activities.

Invisibility omits or underrepresents certain groups, which leads to the implication that these groups are of less value, importance, and significance.

Stereotyping assigns only traditional and rigid roles or attributes to a group, thus limiting the abilities and potential of that group or denies students a knowledge of the diversity, complexity, and variations of any group of individuals.

Imbalance and selectivity present only one interpretation of an issue, situation, or group, distort reality, and ignore complex and differing viewpoints through selective presentation of materials.

Unreality presents an *unrealistic and inaccurate* portrayal of our history and our contemporary life experiences.

Fragmentation and isolation separate issues related to minorities and women from the main body of instructual material or classroom instruction.

Linguistic bias excludes the roles and importance of females by constantly using sex-biased words.

Reference

Sadker, Myra P. and David M. Sadker. *Sex Equity Handbook for Schools*. New York: Longman, 1982.

Introduction

> ***I know of no safe depository of the ultimate powers of the society but with the people themselves; and if we think them not enlightened enough to exercise their control with a wholesome discretion, the remedy is not to take power from them, but to inform their discretion through instruction.***
>
> ***Thomas Jefferson*** **(1820)**

Education must always be defined within the context of a particular society, primarily because education is responsible for maintaining the cultural heritage and improving self and society. This means attending to the interrelated goals of education for self-development, citizenship, and employment. In a democratic republic, education is even more critical since our system is built upon the concept of the "enlightened citizens." Such individuals are in touch with our cultural heritage. They possess a working knowledge of the economic, political, and social factors that make up the human ecosystem in which we all must function. They understand the principles of rule of law, legal limits to freedom, and majority rule with minority rights. They possess the attitudes of fair play, cooperation, and (a demand for) quality in the character and work of themselves and others. Without a conscious effort to teach and learn these things, a free republic will not long endure. Thus, our first priority, our first public policy goal, is to ensure our survival as a free nation through the development of enlightened citizens.

Within this context, the school plays a dominant role; and within the general school curriculum the social studies is the most fundamental program at all grade levels. This responsibility is placed here because no one else on the teaching staff is better qualified and no other curriculum area is better organized to assume this task.

Social studies is concerned with developing reflective, democratic citizenship within a global context, and includes the disciplines typically classified as belonging to the social and behavioral sciences as well as history, geography, and content selected from law, philosophy, and the humanities. It also includes those topics that focus on social problems, issues, and controversies. The social studies is both single-discipline and multidiscipline oriented depending upon the objectives being pursued. The social studies addresses five educational goals:

- enlightened democratic citizenship in order to participate effectively in local, state, national, and international affairs;
- appreciation and understanding of our cultural heritage and its role in contemporary society;
- acquisition of knowledge and skills related to the several subjects that study the motives, actions, and consequences of human beings as they live individually as well as in groups and societies in a variety of places and time settings;
- the joy of learning about self, others, and human history;
- learning "how to learn"—how to understand complex ideas and how to create new ideas.

All of these goals are equal in importance, for they reinforce each other. Thus, the goal of citizenship is supported by the goals of disciplined, academic study and knowing how to continue to learn. Stated another way, the student should be able to:

- use reasoning processes in economic, political, and social decision-making;
- comprehend the vocabulary, logic, and methodology of the several academic subject areas that make up the social studies;
- communicate ideas through speaking, listening, writing, and the use of other symbols;
- use the methods (languages) of the social sciences, history, literature, social mathematics (statistics and computer science), and the fine arts to describe and explain social phenomena.

Most importantly, a thorough understanding of the social studies can provide for the development of perspective. Perspective is an understanding or wisdom gained by a knowledge of history that transcends the present setting and allows one the courage to ask such questions as, What is the good society? What is the good person? What obligations do I have to the ideals and people of the past, present, and future? What is the proper relationship between the individual and the state? How, and to what extent, should I be involved with the rest of the people on this globe? Can our civilization endure? What values do we wish to preserve?

The social studies teacher has a significant and challenging responsibility that requires an inquisitive mind and the disposition to continue learning. To be successful, this person must be knowledgeable of subject matter content, skillful in teaching, and sensitive to students. The teacher must be a student of the social studies discipline, contemporary affairs, and the history and philosophy of education. Knowledge and skill in using various instructional approaches, materials, and media are essential. Awareness and sensitivity to the complex nature of human interaction is also required. This suggests that the teacher should possess a positive self-concept, emotional stability, and enthusiasm for teaching coupled with a commitment to be of service to others.

All social studies teachers need a liberal education as a base for intellectual independence and rational behavior. This should include work in the humanities, social sciences, natural sciences, mathematics, and foreign languages. Social studies teachers should study in considerable depth at least one culture different from their own. They should have a world or global view concerning the problems of people. They should also be articulate relative to the human condition.

Along with their liberal (general) studies social studies teachers should have extensive knowledge in areas of academic specialization and professional education. Within professional preparation, social studies teachers must continue to learn about and understand the complexities of being a social studies teacher in a modern democratic republic. This means, above all, keeping up-to-date with regard to the social studies profession and contributing to it so as to continually improve their school programs.

Above all, social studies teachers must understand and view themselves as role models. If we truly believe that we are role models, then we must refuse to accept mediocrity from ourselves and our students. Quality must become a way of life. Social studies teachers should exchange knowledge with colleagues in order to explore new ways to bring excellence to social studies education.

Statement of Ethical Principles

The following "Statement of Ethical Principles," developed by the National Council for the Social Studies in 1980, reinforces the major responsibilities of the social studies teacher.

Principle One: It is the ethical responsibility of social studies professionals to set forth, maintain, model, and safeguard standards of instructional competence suited to the achievement of the broad goals of the social studies.

Principle Two: It is the ethical responsibility of social studies professionals to provide to every student, insofar as possible, the knowledge, skills, and attitudes necessary to function as an effective citizen.

Principle Three: It is the ethical responsibility of social studies professionals to foster the understanding and exercise of the rights guaranteed to all citizens under the Constitution of the United States and of the responsibilities implicit in those rights.

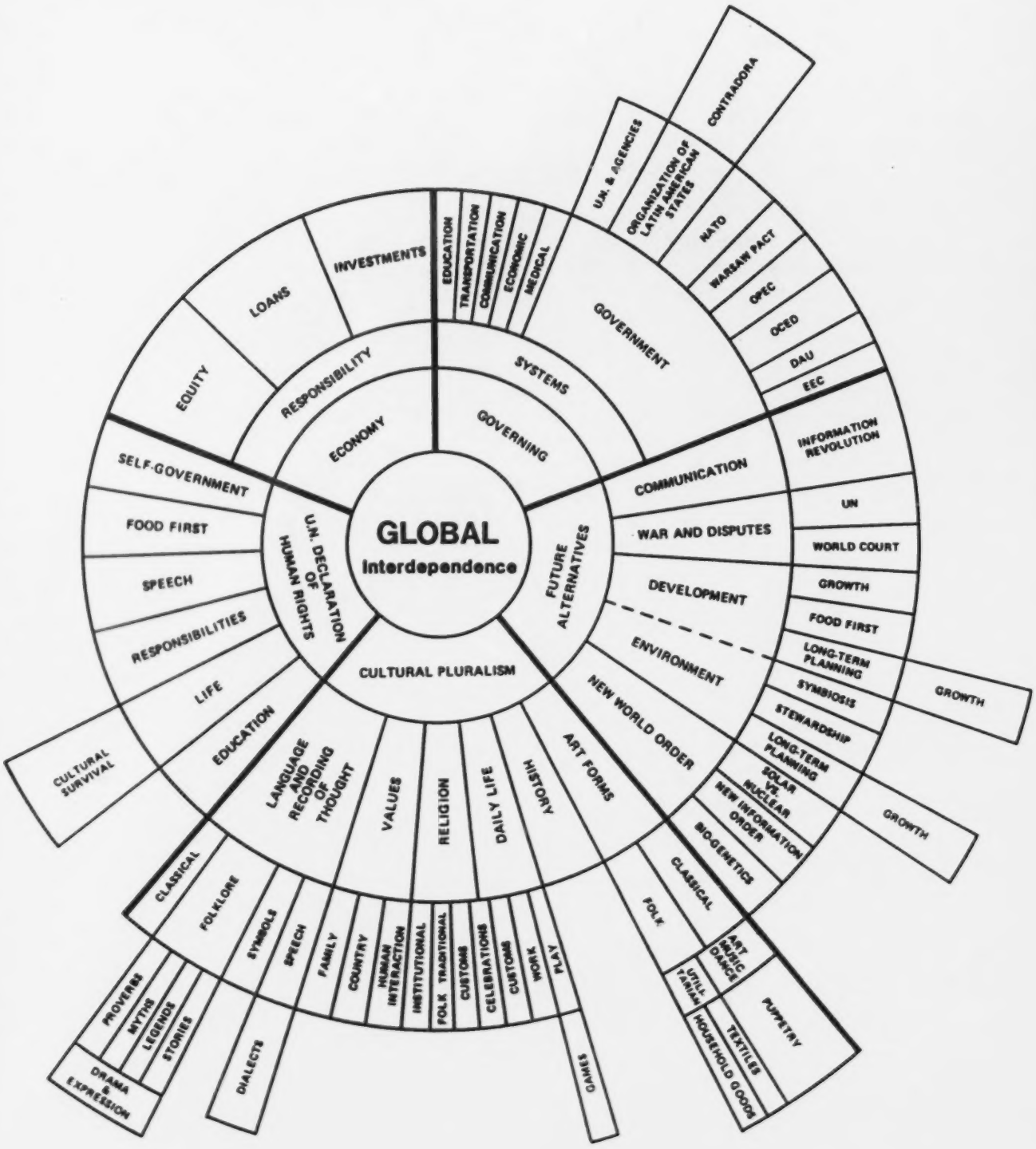
Principle Four: It is the ethical responsibility of social studies professionals to cultivate and maintain an instructional environment in which the free contest of ideas is prized.

Principle Five: It is the ethical responsibility of social studies professionals to adhere to the highest standards of scholarship in the development, production, distribution, or use of social studies materials.

Principle Six: It is the ethical responsibility of social studies professionals to concern themselves with the conditions of the school and community with which they are associated.

Figure 1

Global Interdependence



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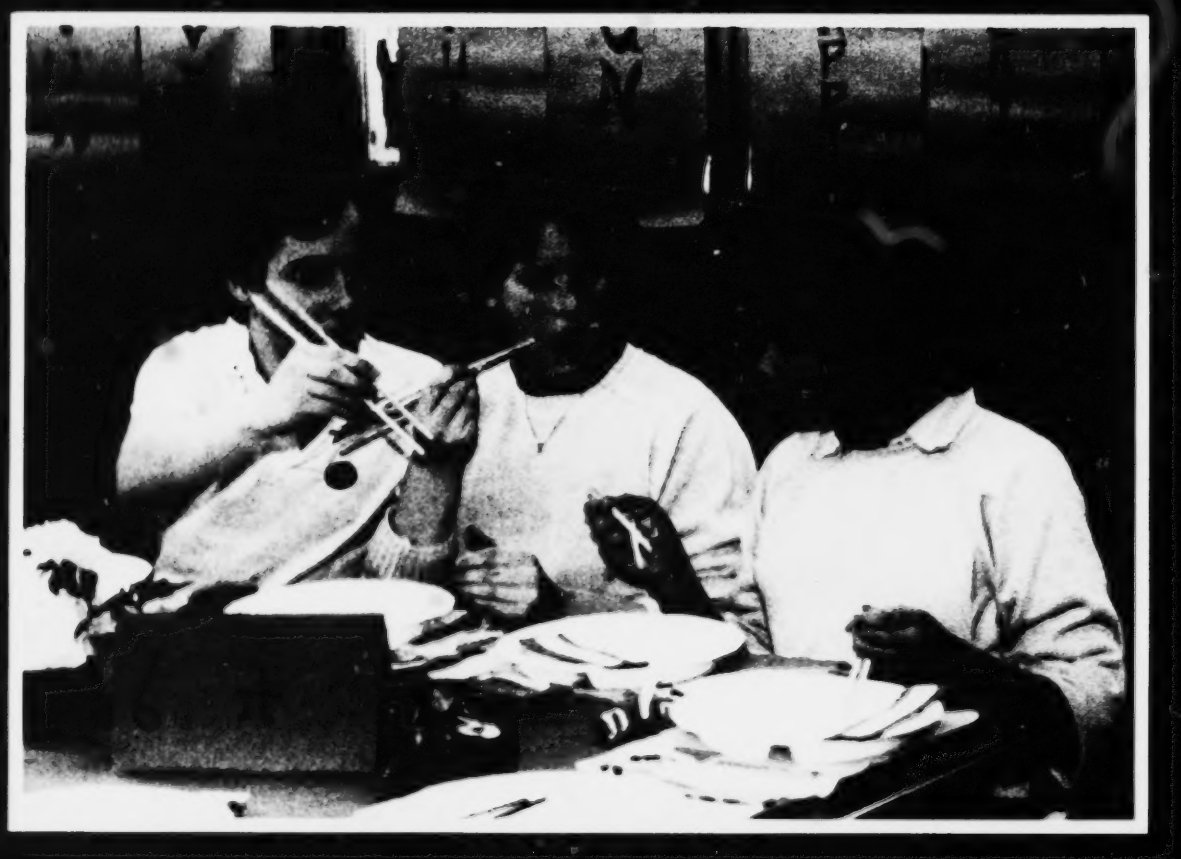

Rationale

Curriculum Questions

Social studies teachers have a long history of curriculum development and they should be sensitive to the insights from their history. However, not only the past but also the present and future concern us. Our rationale in developing this guide is spelled out in the answers to five questions.

Social studies teachers have a long history of curriculum development and they should be sensitive to the insights from their history.

- What have we learned from our curricular experience in the last two to three decades that has a bearing on our new task?
- What types of school reform is the public seeking today?
- What is the "Information Age" and how should we react to it?
- What is happening to subject matter disciplines as we enter the Information Age? Will changes in subject matter require teachers to know more social science?
- How can we build a curriculum that will make a positive difference in the classroom and in society?

What have we learned from our curriculum experience in the last two to three decades? We realize that in a rapidly changing society the public will change its mind periodically about the proper organization and goals of the schools. Since Sputnik was launched in 1957, we have gone through at least three cycles. In the first, the scholars from the academic disciplines led the way in defining public taste. The national curriculum projects stressed fresh subject matter, a structure of knowledge, a taxonomy of thinking, and more reliance on inquiry. Before this cycle had a chance to work itself through in the classroom, the climate of public opinion shifted dramatically in the mid-1960s.

A group of social reformers, humanists, and maverick philosophers replaced the scholars as tastemakers. Changes in the schools reflected a society experiencing the Beatles, school desegregation, drugs, Vietnam, X-rated movies on Main Street, growing productivity, urban riots, encounter groups, space travel, and the beginnings of environmentalism. Society tried to shake out some of its formalism and phoniness but overshot and shook out manners, civility, and discipline as well. The schools, again attempted to respond—this time through values clarification, alternative schools, affective inventories, simulations, minicourses, open architecture, and nongraded instruction.

The best use of life is to invest it in something which will outlast life.
–William James

The third cycle started in the early 1970s and—accelerating with the first energy crisis in 1973—represented reaction to the excesses of the late 1960s. The declining economy brought an economic pinch, and declining enrollments shut down many schools. The public stressed "back-to-the-basics" in the early stages, using declining Scholastic Aptitude Test scores as evidence that schools were not doing their job. The proliferation of social responsibilities, which the public had assigned to the schools in the 1960s, was reversed. Instead the emphasis was on basic intellectual skills

and knowledge. Since 1980, conservatism has been somewhat modified, with a stress on excellence as well as basics. Perhaps we can learn some lessons from this summary.

- Curriculum revision is often a reaction to social change. There are no permanent solutions. We cannot aim at "finally getting it right this time." The rate of change is such that it is unlikely any students will go through one particular version of a K-12 plan. Noneducators who have captured the public attention do not realize this.
- Educational changes are not random. Curriculum, for example, can move from emphasis on subject matter to social issues to individual development. However, professional curriculum planners have a responsibility to see the whole picture. The current attraction to intellectual excellence, if carried too far, can cause discontinuities in terms of equality goals and neglects affective and spiritual domains.
- We can find ideas in every cycle to carry into the future. Often it is something that we did not make work. It is tempting to over-simplify the results of our experience. Just because "inquiry" did not survive when we tried it earlier does not mean it could not work if approached in a different way. Individualized instruction has largely faded away, but perhaps we were not ready for it. A major shortcoming in our thinking results from posing problems in a global manner. Seldom will any procedure or organization prove effective across the board.

Curriculum revision is often a reaction to social change.

What type of school reform is the public seeking today? On the surface, the message from the public seems clear and insistent. We hear it from friends, television, our dentists, neighbors, local newspapers, late-night talk shows, and dozens of high-powered state and national commissions. The public wants more learning in schools (particularly academic learning), with skills in reading, writing, speaking, and computing; more career awareness, patriotism, good manners, work ethics, delayed gratification, standard English, and correct spelling; more study of mathematics, science, foreign language, and history; more required courses and graduation requirements; more assessment of learning and responsibility for learning; and, finally, more rewards for good teaching and more of the best talent recruited into the teaching profession.

Along with the "mores" is a list of "lesses," including less wasted time, less grade inflation, less social promotion, less course electives, less grading on a curve, and less ethical relativism. Others add to this agenda demands for prayer in public schools, decentralized control and financing of schools, dismantling of the Department of Education, and tuition tax credit. The banner of this movement bears words like "excellence," "quality," "rigor," "new basics," and "literacy."

What is the Information Age and how should we react to it? T. S. Eliot stated his ideas on information in "The Rock."

> Where is the knowledge we have lost in information?
> Where is the wisdom we have lost in knowledge?

There is a significant difference among notions of information, knowledge, and wisdom. Information is a one-dimensional phenomenon. It is linear or horizontal, fragmented, and quite useless in and of itself. Knowledge is structured information that shows relationships between and among bits of information. Knowledge is best represented in theories about natural and social phenomena. Knowledge is basically created within content areas and tends to be field specific.

There is a significant difference among notions of information, knowledge, and wisdom.

Wisdom is the use of information and knowledge applied to human dilemmas and dreams. Wisdom is that quality of thought and imagination that ties us to the cultural heritage and gives us the ability to find and build the moral fabric upon which human life is defined and meaning resides. The patterns of life are found in this fabric and they should be manifested in the motive concepts of our culture, such as justice, love, courage, and beauty. The fact that information, knowledge, and wisdom are different constructs and different ways of knowing has direct implications for education.

Figure 2

Are We Preparing Students for an Information Age?

First of all, it is critical to have students involved with all three levels of thinking and knowing, so that our tools (and thoughts) can be tempered with wisdom as well as with knowledge. This is particularly important today, since we have reached a point in history where our tools (technology) can actually turn out information. In other words, we have tools that are performing the very human function of passing on information. Second, we should understand that wisdom is more important than knowledge and knowledge is more important than information. While all are needed within an "information society," the areas of knowing which are most needed and most useful are knowledge and wisdom.

Information, in an Information Age, by definition, is everywhere abundant. Not so with knowledge and wisdom. Yet, the latter two constructs are necessary if the new Information Age is to be sensitive to making the human condition better. This is the central issue, the central function in the human equation that deals with technology. Yet, in our education programs we tend to place most emphasis and spend most of our resources on information. Why is this the case? Perhaps, it is so because teaching information is easier than teaching knowledge and wisdom. Information is also easier to test and to write into textbooks. Also, the teaching of knowledge and wisdom calls for school programs that are coordinated and for teachers and administrators who behave as members of a community of scholars.

Knowledge has always been related to power, but now it has also become the center of our economy, the crucial resource.

Knowledge has become the capital of today. Knowledge has always been related to power, but now it has also become the center of our economy, the crucial resource. This, of course, is not a physical resource, but an abstract, infinite one. We must, however, develop a way to use or interject knowledge into our economic, political, and social systems in much the same way that fossil fuel was interjected in the economies of the late nineteenth century and first three quarters of the twentieth century. As our economy became energy intensive with the industrial age, today it must become knowledge (and wisdom) intensive.

We are faced, then, with a new age and new technologies that provide students with information in many ways and from many sources. However, the issue is whether or not the schools can redefine their present emphasis *away* from information and *toward* knowledge and wisdom. The Information Age may well call for a new view of education, a view that will place attention on content unity and meaning and on behavior that emphasizes *reasoning* and *responsibility*.

The Information Age may well call for a new view of education, a view that will place attention on content unity and meaning and on behavior that emphasizes reasoning and responsibility.

Given the nature of the problems we face today and the facts of the Information Age, it would seem that some changes are necessary in the way in which educators approach the question, "What knowledge is of most social worth?" All of us—students and educators alike—should start constructing answers to this question. This is *the* important educational task of this and the next decade.

What is happening to subject matter disciplines as we enter the Information Age? Will changes in subject matter require teachers to know more social science? The first obvious change is that more subject matter exists in every field. Our knowledge is more fine-grained

in one direction and more expansive in the other. Alternative frames of reference and points of view abound in history, economics, and the rest of the social sciences. An increasing proportion of knowledge is numeric, and "social indicators" has emerged as a subdiscipline. The growing amount of knowledge is widely accessible via numerous indexes, interlibrary loans, online databases, information centers, and the media industry. The limiting factor is how much knowledge and information a person can and will assimilate rather than how much is available.

We continue to sort knowledge primarily according to the conventional subject disciplines. The walls between the subjects are institutionalized in our college majors, teaching certification (licenses), high school departments, and graduation requirements. Even as the separation among the disciplines remains evident, close scrutiny reveals many tentative efforts to bridge the gaps and recognize that knowledge is all of one piece. One evidence of this is the official Library of Congress list of subject headings, which contains dozens of entries like these: paleobiogeography, geochemistry, economic ornithology, historical linguistics, psychoelectronics, and metacognition.

The Information Age invites us to jump fences, but school organization and curriculum have often discouraged this freedom, especially on the secondary level. Elementary education is organized in a way that makes traversing the boundaries easier. The problem we face is not just a lack of willingness to treat knowledge as a unity but that we cannot understand unless we classify, and classification distorts unities.

If knowledge is growing so rapidly in volume, texture, and sophistication, how will teachers keep up?

The third major trend in subject matter is the increasing rate of obsolescence. The half-life of a college degree in engineering is said to be five years, and roughly the same seems true in social studies. Our current curriculum describes the truth as scholars see it today, but today's knowledge is not the final version. In the year 2000, social studies teachers will laugh at the naiveté of a sizable portion of this curriculum, but we do not know now which part will be considered humorous.

If knowledge is growing so rapidly in volume, texture, and sophistication, how will teachers keep up? Can we rely on new textbooks to bring teachers up to date? A few graduate credits spread over a career seem insufficient. As a matter of fact, current educational research shows a relatively low correlation between teacher knowledge of subject matter and student growth on tests. A junior high math teacher said he had forgotten most of his college math but felt he was the world's authority on the relatively simple junior high math he taught. He could anticipate the errors students would make and knew explanations that worked best. The question is whether this teacher or his counterpart in social studies are less competent because they have not kept up in their subjects. We leave this problem unresolved but mark it as worth serious consideration by our profession.

Another completely different way to look at subject matter is the possibility that in an Information Age teachers will become less the source of information and more brokers of information from a variety of print and electronic sources. This issue will be discussed later in this guide.

How can we build a curriculum that will make a positive difference in the classroom and in society? Curriculum revision in a local district is an unpredictable process. Whether it is done systematically and logically or, in contrast, in a piecemeal and fragmented manner, the results in the classroom are sometimes indistinguishable. The logical approach is illustrated by four classic curriculum questions:

- What educational purposes should the school seek to attain? (Educational Rationale)
- What educational experiences can be provided that are likely to attain these purposes? (Learning and Developmental Theory)
- How can these educational experiences and content be effectively organized? (Scope and Sequence)
- How can we determine whether these purposes are being attained? (Evaluation)

Curriculum specialists usually follow these questions, but their work involves much that is abstract and removed from the classroom teacher's concern of lesson plans for the next class.

Most teachers prefer the practical pragmatic approach. When textbooks wear out or administrators seek school accreditation, the "infamous" curriculum committee is appointed. Many packages of textbooks arrive in the mail, and teachers begin to evaluate books. The prime question is which book or series seems most teachable to the kinds of students who show up in classes every day. The above questions are addressed, but only subconsciously and intuitively. After the books are selected, it is a relatively easy task to write a local curriculum guide addressing the important curricular issues; after all, the books chosen imply the answers. In short, the tail appears to wag the dog.

Textbook authors today are often knowledgeable and skillful. They have given a lot of thought to curriculum questions. Publishers, on the other hand, are in business to sell books, so they insist on publications that can be used in a variety of ways—some justifiable and others not. The student editions are constructed so that from about third grade on they can be used as basal readers in social studies. At the same time, the teacher editions are full of suggestions for participatory classes. The former prepare the students for Trivial Pursuit; the latter, if executed skillfully, can lead to informed citizenship.

The State Social Studies Committee endorses the use of a textbook if it is exercised responsibly so that students actually learn something worthwhile. But changing "read and recite" teachers into "student participation" teachers is likely to require more than either a new state curriculum planning guide or a local curriculum guide. It calls for professional opportunities that spark a spirit of challenge, creativity, and collegiality. It also involves proper supervision by administrators who are more educators than bureaucrats. It requires a budget giving the skillful teacher sufficient instructional resources, professional growth opportunities, and a salary worthy of a professional. As a last resort, it requires "termination policies" that get rid of the unsalvageable.

Some teachers who look at this planning guide will seek answers to questions like, "Should Latin America be taught in the fifth grade or the

sixth?" We offer an answer, but in truth it does not make much difference. The important thing is that it is taught somewhere and that it gets beyond gauchos, sombreros, and piñatas. Grade-level assignments of topics have some significance because they provide for elimination of gaps and duplication; but a curriculum plan is a good deal more.

Readers will find that in most ways this curriculum plan is conservative. More than anything else we aimed at encouraging the social studies teaching community to get its house in order. In the past, too many students slipped through schools without learning as much as they could. Teachers worked too hard at making lessons relevant and were not persistent when the going got tough—as it inevitably did. In the enthusiasm for promoting individual creativeness among students, teachers allowed too many to make the one totally unacceptable choice of not trying very hard at anything.

After our conservative recommendations, we allowed ourselves freer rein. Basic education is "necessary" but not "sufficient." Districts that already have good basic programs in place along with orderly assessment should join us in beginning to set the next agenda.

Developing a Rationale Statement

Every academic program in the school curricula is based upon certain assumptions about the nature of the discipline or subjects to be studied, the needs and potential of society, and the concept of "human being." More than any other academic area, the social studies program must address these items from a clear and direct philosophical base.

The social studies program is built upon these three components; however, the major goal of the social studies program is to help develop enlightened citizens who can carry the republic into the future with dignity, taste, and wisdom. The program should also help citizens understand their cultural heritage and that of others and become active participants in the democratic process.

. . . the major goal of the social studies program is to help develop enlightened citizens who can carry the republic into the future with dignity, taste, and wisdom.

Today, global and domestic environmental, economic, and political forces are placing unprecedented strains upon the American way of life. Indeed, the whole world is seeing its social institutions creak and groan under the weight of growing international complexities. Through our schools and specifically through the social studies curriculum, students must logically and empirically understand and function within a complex social world. More importantly, they must be able to creatively, aesthetically, and ethically work toward the resolution of human problems.

This ability will depend on several prerequisites. First of all, students should nurture such values as justice, cooperation, work, and self-reliance. Second, students will have to acquire useful knowledge of the social world. They will need to know how the political, economic, and social fabric of our culture protects, enhances, and victimizes all citizens. Third, students must become proficient in basic intellectual and participation skills that enable them to become critical and creative decision makers. In essence, enlightened citizenship means wise decision making;

from this central objective, the social studies program takes its form. Our welfare and survival as a free people and, indeed, as a species depend upon wise decision making in such areas as resource allocation, human institutions, human relationships, and cultural change.

Developing a program rationale is an important activity for social studies teachers. Rationales often include assumptions about society, students, and areas of study that make up the social studies. Rationales reacquaint teachers with the ideas of social studies, help give direction to the program, and communicate to parents and the community what social studies is all about.

Our welfare and survival as a free people and, indeed, as a species depend upon wise decision making in such areas as resource allocation, human institutions, human relationships, and cultural change.

Listed below are representative statements of overall purposes of the social studies that summarize and reflect the views of various individuals or groups. They indicate the scope of the alternatives but in no way exhaust the possibilities. In order to develop a rationale statement for the social studies, teachers should carefully examine the following statements. If none of the positions clearly expresses your own rationale, revise one of these statements or write your own rationale statement in the space next to the letter (f). A curriculum committee or social studies department can use the exercise as a basis of formulating a local rationale.

■ Sample

Developing a Rationale

1. Rank the position from 1 to 6 in order of preference in the spaces provided in the left column.
2. With a small group of 5 to 7 individuals (colleagues, parents, or students), combine the individual rankings on the following grid and add up the total for each statement.
3. Discuss statements about which there is agreement and disagreement. Can the areas of disagreement be resolved?
4. Use the areas of agreement to help construct a rationale for your social studies program.

____(a) The main purpose of social studies in the school curriculum is to help develop a just and humane society. It aims to produce students who act intelligently in addressing social problems and who become active workers for social justice to alleviate in the context of democratic values.

____(b) The main purpose of the social studies in the school curriculum is to meet the ongoing needs of children and adolescents in a highly complex and rapidly changing society. The social studies program should aim to produce students with well integrated personalities, strong self-concepts, and without undue anxiety and personal problems.

____(c) The main purpose of the social studies in the school curriculum is to keep alive the nation's and the world's historical record. It aims to develop students who will master the best of what has been written and said in the various fields that comprise the social studies.

____(d) The main purpose of the social studies in the school curriculum is to produce adults who are contributing members of society. It aims to develop individuals who become conscientious consumer-producers and law-abiding citizens.

____(e) The main purpose of the social studies in the school curriculum is the intellectual development of students. It aims to produce students who become independent learners, interested in studying human activities in more meaningful ways.

____(f) _____

_____

Small Group Ranking of Statement

Statement	Individual Rankings							Total
a								
b								
c								
d								
e								
f								

The social studies program is structured to meet the overall goal of responsible and effective citizenship within democratic communities. Goals contributing to this overall purpose are adapted from four categories enumerated in ***The Essentials of the Social Studies***, developed by the National Council for the Social Studies in 1981.

Knowledge

Drawing on the various social sciences and history, the social studies program teaches information, knowledge, and wisdom through a balanced treatment within three broad areas: United States studies, global studies, and the social science disciplines. As stated in ***Essentials***, students need knowledge of the world at large and at hand, the world of institutions and of individuals. Information encountered in the classroom linked with student experiences gained through academic, social, and civic participation produces knowledge which enables students to do a number of specific things.

- Demonstrate a knowledge and sense of the history of our culture as well as other cultures in the world
- Explain the process and dynamics of social and political decision making while demonstrating effective citizenship skills
- Describe the importance of the role of law, including legal rights and obligations, to individuals and to society
- Identify, explain, and apply economic principles and concepts that affect people in all societies
- Apply geographic knowledge, concepts, and understanding to people's relationships with their environment
- Discuss the role of our basic institutions and their impact on the individual and society
- Explain the dynamics of human behavior in social situations
- Recognize the relationships that exist among nations, races, and cultures
- Demonstrate an awareness of current and continuing issues and historical perspectives
- Demonstrate an awareness of the roles of confict, cooperation, and change in human affairs
- Conceptualize and draw on knowledge from the various social science disciplines, history, and other liberal arts subjects and apply this learning in varying social and academic contexts.

Democratic Principles, Beliefs, and Values

The principles of a democratic republic serve as organizing ideas for the social studies program and student learning.

The principles of a democratic republic serve as organizing ideas for the social studies program and student learning. Rather than a place for indoctrinating students and asking them to accept ideas blindly, the social studies classroom serves as a forum where students can understand, appreciate, and practice basic democratic principles. These ideas are studied in their historical and cultural perspectives and in their application to current affairs. They are also mirrored in the conduct of classroom instruction. Beyond this, the social studies program encourages the school and community to provide a living example of democracy in action.

Students should come to appreciate and behave in a manner that demonstrates appreciation for the dignity of the individual, the contributions and achievements of diverse cultures and individuals, and the rights of all. These democratic beliefs and values depend upon learning to apply such basic concepts as the following.

- Cooperation
- Diversity
- Equality
- Freedom
- Human dignity
- Justice
- Privacy
- Responsibility
- Truth

Skills

A central goal of the social studies program is the development of reflective thinking and reasoning. It is important that students learn to conceptualize and connect ideas and knowledge with beliefs and civic participation. To do that, thinking and reasoning skills are learned by means of systematic practice throughout the social studies program (see Section 3: Thinking and Reasoning in the Social Studies Curriculum).

Participation and Civic Service

The social studies program should encourage students to take an active part in public life while realizing that students will take on diverse, lifelong roles as learners, friends, family members, consumers, workers, and citizens and thus provide appropriate and supportive instruction. Participatory experiences are therefore critical to social studies learning. It is important to realize that the goal of effective education for social participation and civic responsibility is shared with total school program, families, and the community.

Major Themes

The Information Age is characterized by more than an increase in the volume of knowledge. Knowledge is also becoming more sophisticated. We see this dramatically in our major themes which have more refined definitions. Our current list of major themes includes the following.

- Cause and effect
- Celebration of pluralism
- Change and continuity
- Citizenship
- Community
- Culture
- Equal opportunity
- Freedom and justice
- Government and authority
- Human rights
- Independence and interdependence
- Peace
- Scarcity and choice
- Stewardship of natural and human resources
- Survival issues and future alternatives

The Information Age is characterized by more than an increase in the volume of knowledge.

We draw distinction here between a theme and a concept. For each course and grade level described in this guide, there is a list of social studies concepts/key ideas selected to fit the unit topics. For example, in the fifth-grade course which is built around units of United States history and geography, the concepts/key ideas include "exploration," "colonization," "tradition," "rebellion," and "authority." Many concepts/key ideas like these appear in every grade. Whereas a concept is appropriate for certain units in specific grades, theme is a particularly important and widely applicable organizing idea. Themes qualify as top priority knowledge and are the part of the course that we hope students will remember ten years hence—long after they have forgotten the details.

Several other features of themes are not so obvious. Although grounded in our history and culture, the list of themes is slowly changing. For example, today we perceive cause and effect with greater complexity than we did a few years ago. Freedom in an industrialized, interdependent world has many more limitations than in a world of open, natural frontiers. Our beliefs about the "melting pot" and pluralism have undergone modification in the last two decades. Peace takes on a new importance in a nuclear age. In defining "fairness," we have alternated between "equality of opportunity" and "equality of result" and currently we are somewhere in between. By teaching the themes, we are not passing along eternal truths; rather, we are engaging the next generation in the process of gradually refining major ideas.

Maturing students often get stalled in a level of understanding that falls short of their growing capabilities. It is appropriate for a fifth-grader

to define democracy as a government " . . . of the people, by the people and for the people," but a secondary student should be able to say a great deal about democracy. Elementary school students are limited in their thinking and reasoning skills, but as they mature and their experiences expand, their abilities to conceptualize and work with new ideas open new horizons. As students proceed through their high school experience, their expanding ability to reason allows them to take on the challenge of reflective thinking. This challenge should not be missed.

Verbalizing themes only constitute a beginning level of understanding. Most themes can be "lived" and "experienced" in the classroom and community. Stewardship can be practiced in using school supplies, caring for personal possessions, and by saving food in the lunchroom. Human rights and pluralism are part of social encounters both at school and home. The classroom itself is a community that operates with some degree of justice. Frequently the best lessons on applying a theme arise unexpectedly in current events or classroom life. The alert teacher siezes those teaching moments to lead students in relating the occasion to the relevant theme.

Statistics, and more importantly, probability, continue to play a role in these models, but more attention is given to ethnographic, narrative, and linguistic processes.

Cause and Effect

All acts and events have causes and consequences, but social acts and events often have causes and consequences which are unintentional. This fact calls for the use of various models of causation. We know, for example, that technology drives many social institutions, but determining cause and effect relationships relative to institutional efficiency and effectiveness often go beyond the present models of dependent and independent variables to notions of more holistic research models. These latter models derive their methodologies from history, linguistics, and the humanities. Statistics, and more importantly, probability, continue to play a role in these models, but more attention is given to ethnographic, narrative, and linguistic processes.

Language complicates cause and effect reasoning by offering many words and phrases that suggest cause but allow laxity in logic. A bald statement such as "Slavery caused the Civil War" invites criticism. Other sentences are less provocative: "The Civil War can be explained in terms of plantation slavery" or "Slavery led to the Civil War." Greater awareness of semantic distinctions is important.

Causes of events are rarely simple, and while the consequences of an event may be predictable, unexpected developments and unanticipated side effects may occur. Undesirable side effects may even occur. However, the more comprehensive vision of cause and effect does not require us to give up our search for causal knowledge. We do need to become more sophisticated in our reasoning and more humble about deciding what we can and cannot do with current knowledge.

Celebration of Pluralism

At the turn of the century, an immigrant writer, Israel Zangwill, wrote that Americans should discard their cultural heritages and melt together in the crucible of American society, thus forming a new race of people. Zangwill's thinking has been replaced by a growing consciousness of the value of each individual's heritage. Cultural pluralism, people living side by side from different backgrounds, is a reality in our own country and the world.

Each culture contributes its perspectives, beliefs, and traditions to the whole. Its language, art, music, and celebration express, define, reinforce, and transmit those ideas and beliefs. A social studies program that explores the uniquenesses of different groups of people actually enriches students' understanding of the world by transmitting varying viewpoints. Correspondingly, omitting such study and experiences would mean leaving out the people who constitute most of the United States and the world.

Because we need to communicate with one another as local, national, and global neighbors, we must learn to listen to others' perspectives. Furthermore, because some groups of people are threatened with cultural assimilation—even extinction—building in citizens a sense of responsibility for preserving cultural pluralism is a timely and important goal.

Change and Continuity

Accelerating rates of change place greater importance on anticipating the future.

People, events, and ideas change. History records the struggles between people and groups who favor and who oppose change. The rate of change is uneven among and within different cultures and societies, but change is continuous and the rate of change is accelerating.

Accelerating rates of change place greater importance on anticipating the future. Clearly, we cannot predict the future with accuracy, but we can envision various scenarios and be ready for more than one possibility. Futurists have developed a useful kit of processes for dealing with the future. These include cross-impact matrix, scenario writing, trend extrapolation, brainstorming, and technological assessment.

Important as change is in our lives, we must recognize that human experience is continuous and interrelated. Continuity is a fact of life. In some ways, "nothing new occurs under the sun." All persons, events, actions, and change are the outcome of things that have gone before. We are inevitably a product of our past and in some ways restricted by it.

Students should learn how change and continuity constantly influence their lives.

Citizenship

Citizenship in a democracy involves both obligations and privileges. Students need to understand how government and politics actually work. They need to understand the underlying purposes and values of government in a free society. In social studies classes, students should have opportunities to develop the skills required to be effective citizens in a democratic society. Students need opportunities to learn and practice their roles, rights, and responsibilities as citizens of a democracy and the global community.

To help students become effective citizens in a democratic society, social studies classes should be designed to develop informed and analytical citizens, and promote a committed and involved citizenry.

Citizenship in a democracy involves both obligations and privileges.

Figure 3

The Democratic Balance

Community

What makes a community? Is it a pattern of relationships? A place where people work together? A group sharing common governance? A necessity of circumstances? A network of connections and interdependence? An environment of mutual support? A source of obligation and reward? A citizenry with a shared heritage and culture? It is, of course, all of these and more. In its true sense, citizenship can be conceived of only in terms of community membership. We are all members of multiple communities and modern communications, transportation, and interdependence provide for connections that know few boundaries of distance. Certainly communities such as the family, church, school, and workplace continue as sources of close human relationships. Our local and state communities appear to be taking on increased vitality as citizens look closer to home for opportunities to improve the quality of life. Yet, as a nation and globe we live in a world of expanding interrelationships. This implies that citizenship education must extend beyond the study of governance to include experiences and skills that lead to principled and effective participation in human relations and community affairs.

Culture

Each human society (and group within larger modern societies) has particular patterns of behavior that make up its culture. A culture consists of language, tools, customs, social institutions, beliefs, rituals, games, attitudes, utensils, clothings, ornaments, works of art, and more. Within social groups, individuals learn accepted means of meeting needs and coping with problems of living in groups. These ways of perceiving, thinking, and behaving are a part of their culture.

Cultural change is a continuous and accelerating process, brought about through invention, innovation, and borrowing. Change in one facet of a culture may bring about changes in other aspects. All cultures have some common characteristics (known as cultural universals); every culture also has some unique characteristics.

A study of comparative cultures can reduce ethnocentrism. At the same time, it opens the door to cultural relativism. While students need to understand that their folkways are not necessarily better than others, they must recognize a level of ethics and morality that transcends cultural belief.

Equal Opportunity

Debates over racial and gender equality have stirred passions in this country since before its founding. We have often concluded that we were "writing the final chapter" with constitutional amendments, civil rights acts, Title IX's, and the like. But we have not, as yet, legislated a society

truly acting on principles without traces of prejudice, racism, sexism, bigotry, stereotyping, and blind stubbornness. Students should understand the historical significance of these principles, have ample opportunities to test and revise their own attitudes, and comprehend why a free country must continually strive for equal opportunity for all its citizens.

Freedom and Justice

United States citizens enjoy the protection of five basic social guarantees that assure the freedom to believe, think, and act as individuals. Social studies learning should help students understand and value freedom of speech, freedom of the press, freedom of religion, freedom of inquiry and criticism, and the right to a public education. Classes should also help students learn what is required to maintain our basic freedoms.

In our society we strongly value fairness and justice. We insist on "equal justice under law" for all citizens and fair treatment for the weak and powerless. Students should analyze and evaluate issues regarding the fair distribution of benefits and burdens, fair procedures for making decisions, and fair means for correcting wrongs or injuries. Students should be encouraged to consider and use the principle that it is just or fair to treat like cases alike and different cases differently.

Government and Authority

Governments are established to provide security, protection, and essential public services. Authority is legitimate power, recognized as such and sanctioned by custom, institutions, laws, constitutions, or morality. In a democracy, authority is sanctioned by the consent of the governed. The exercise of democratic political authority should be guided by social justice and fairness. Political authority should work to ensure the greatest amount of individual freedom under law and seek a fair distribution of privileges and resources to all citizens.

Democracy is a form of constitutional government in which political decision making rests with citizens and their representatives. It seeks to protect the rights of individual citizens and minority groups. Every social studies student should understand the function and role of government and authority in a democratic society.

Human Rights

Human rights may be defined on an individual as well as on a group or societal level. Assertion of one's own rights implies a recognition of others' rights. Individuals and societies have the right to be free from hunger and the right to speak and write freely. Individuals alone and as members of groups have a right to be free from the fear of torture.

Individuals within societies have the right to participate freely in choosing their form of government. Finally, cultures have the right to exist and to be free from the fear of extinction.

Independence and Interdependence

Every society struggles with the conflict between the desire for independence and the realities of interdependence. Modern economic systems are based on the principle of specialization because it is more efficient and productive than other ways of getting work done. Specialization occurs when we produce a narrower range of goods or services than we consume. It can be practiced by an individual, business, region, or nation. Specialization results from the division of labor, where productive tasks are divided among workers to take advantage of a worker's skill at a specific production operation.

When an economic society is based on specialization, as most modern economies are, economic interdependence is an inevitable consequence. A breakdown of a single part of an interdependent production system can seriously disrupt output, even stopping production completely. Every student should understand that the benefits gained from specialization come at the cost of increased vulnerability to disruption of an interdependent system. The world has become more crowded, more interconnected, more volatile. What happens in the farthest corner of the world may touch us quickly. Interdependence suggests that our perspective must be global.

Peace

Today, one hears cries for peace in many languages in many nations. Is peace the absence of war and violence? Is peace the same as "law and order?" Are there forms of violence that occur under seemingly peaceful conditions (child abuse, spouse abuse, physical and psychological torture, imprisonment without trial, starvation)? Human rights are violated to some degree in most countries. In those nations where conditions are the worst, people may react violently to resist the violence of their system. How can an understanding of the need for justice be incorporated into the plea for peace? The tree of peace has its roots in justice. If there are no roots, the tree dies. These two concepts are inseparable.

Great differences of opinion exist on how best to attain peace. Some advocate peace through military strength. Others prefer reliance on removing the causes of conflict. Human knowledge of military strength far surpasses knowledge of conflict resolution. The latter is largely in the realm of social sciences and deserves attention—even by those who wish to retain armed strength as a last resort. Our sophistication in avoiding armed conflict must be upgraded to match our proficiency in conducting military actions.

Scarcity and Choice

A fundamental conflict exists between unlimited economic needs and wants and limited natural and human resources. Productive resources are always limited by human wants, and adding to productive resources always requires the use of additional resources. Consequently, goods and services that can be produced with limited resources are themselves limited. Individuals and societies must continuously make choices about how to use the scarce resources available to them. That our total economic wants exceed available resources creates the basic economic problem of scarcity that confronts all societies.

Every society faces four fundamental choices.

- What and how many goods and services should be produced?
- How much and in what way are natural resources, human resources, and capital (tools) to be used for production?
- Should the goods and services to be used for immediate consumption or further production?
- How shall the total output of a society be divided among its members?

A less frequently noted principle in economics is the belief that "scarcity creates scarcity." The concept is a self-fullfilling prophecy. This is the "Tragedy of the Commons" described by Garrett Hardin. With everyone lining up to "top off" their gasoline tanks in 1973, there was not enough to go around. The concepts of scarcity and choice must be balanced with concepts of sufficiency and sharing. A more advanced society addresses both sides of this equation rather than just one.

Stewardship of Natural and Human Resources

Our burgeoning population and expanding technology are challenging the natural renewal processes of our planet. Ever increasing demands on natural resources (high dependence on fossil fuels, destruction of tropical rain forests, and incursions into wilderness areas to mine needed minerals) are forcing us to make some difficult choices. Conflicting claims exist regarding the most productive uses of limited human and natural resources. Raw materials, energy resources, and manufacturing facilities are not equally distributed. Glaring inequities exist in the consumption of raw materials, energy, and finished goods. In the past, some natural resources may have been self-renewing. However, as we approach the "carrying capacity" of our natural home, we need to be more deliberate in considering the environmental impact of our actions.

The efficient and equitable use of our natural resources is, in part, an economic issue. There are also moral dilemmas associated with our uses of the natural world. The questions surrounding the appropriate use of our natural environment are made more complex by conflicting claims regarding the effects of human use and possible abuse of our resources. Courses in the various physical and social science disciplines should help

students sift through the complex issues embedded in our ongoing struggle to search for safe and effective ways of using natural resources to meet human needs and desires. In a modern technological world, human resources are as important as natural resources. For example, Japan prospers by cultivating human resources to supplant limited natural resources. Technical and social "know-how," belief in the work ethic, delayed gratification, and social justice are examples of human resources that deserve as much attention as coal, oil, and fertile soil.

Our expanded knowledge and technological abilities place new demands on decision-making skills. Increased abilities to mine the planet, alter genes, and prolong life create increasingly difficult problems for our citizens. For better or worse, our technologies enable us to shape our environment and life itself. These new areas of decision making will require a high degree of insight and moral courage. Education must help students develop those insights that can contribute to developing appropriate actions based on both technological possibility and moral imperatives.

Survival Issues and Future Alternatives

During the coming century, the world will face a series of critical global deadlines . . . .

During the coming century, the world will face a series of critical global deadlines: the possible elimination of minerals and resources on which most of us have come to rely; a population approaching the carrying capacity of earth; the total extinction of societies of people; the threat of ecological imbalance due to extinction of plant and animal life; and a revolution of rising expectations. Even more catastrophic to the global community has been the consistent build-up of nuclear weapons. The existence of these arms requires that humankind contemplate the potential destruction of the planet.

The Global 2000 Report outlines the issues that face each planetary citizen. The report elicits from each individual, irrespective of nationality, a response to the possible destruction of the delicate balance of our environment and life on this planet. Human and planetary survival rests in our hands. As well documented as the case for these survival issues may be, social scientists like Ben Wattenberg of the American Enterprise Institute, makes a persuasive case that the media neglects good news on the improving environment, increasing life expectancy, and the stability of basic values. The school shares in the responsibility of initiating consciousness of these critical conditions as well as correspondent action to save the planet.

Social Studies and the Social Sciences

Educators generally agree that history and the social sciences make up the principal content areas of the social studies. Certainly, the social studies encompass content areas from the humanities to statistics and

probability, but its central focus is on history and the social sciences. This is consistent with the knowledge divisions established at universities, namely mathematics, the humanities, the natural and life sciences, and the social sciences.

Anthropology

Anthropology is the study of human beings and human societies. The basic principle of anthropology is that human behavior and institutions are shaped by the interaction of biological, ecological, and cultural-traditional factors. To understand human behavior and institutions, it is necessary to take into account this variety of factors. The basic method of anthropology is cross-cultural comparison, deriving generalizations from analyses of more than one society and from comparisons of humans with other animals sharing common biological features.

Economics

Economics deals with choices. Economists insist that certain skills, understanding, and knowledge are necessary for rational decision making. Further, economists often disagree about the meaning, causes, and outcomes of economic events. Nevertheless, they usually agree on key ideas that characterize their discipline. They point out that values, attitudes, and especially political and governmental decisions or indecisions have profound influence upon economic events affecting all of us.

Geography

Geography is concerned with understanding the location and spatial arrangements of items on the earth. Simply knowing the location or the spatial distribution, however, is not enough. Students also need to learn the causes and the consequences of such spatial arrangements.

In geography, students develop a knowledge of the physical earth itself—its size, shape, movements, and the materials and natural processes of its surface. They learn to build mental-image maps of the spatial arrangements over the earth of important kinds of phenomena. This development begins early and the mental maps increase in number and refinement with each passing year of maturity.

The study of areal distribution, the examination of particular places, and the delimitation of regions helps the student to understand how earth space is organized. People use different earth spaces or areas in different ways. They line or interconnect the different areas with transportation and communication routes. They move themselves and messages and goods over the routes. They conduct their governments and even such

things as religious or recreational activities within particular spatial arrangements.

It should be clear that geography studies not only people and almost all of their activities, but also the earth and earth processes. Consequently, geography links the social with the natural sciences.

History

History is one of the synoptic or integrative subjects of the social studies. While the social sciences each deal with selected aspects of society, history must deal with them all. From the study of history the student gains insights into the many factors that shape the past, present, and future. The student sees the complexities of the causes that lead to historical ideas and events. It is this function of history that makes it the synthesizing force so essential to all of the social studies.

History is more than a record of the past. It is a force that helps to shape the present and the future. Studying history through secondary sources helps students find explanations for the present and ways to prepare themselves for the future. Delving into history using primary sources may identify the previously selected paths and, students may evaluate the impact of those selections on today's and tomorrow's generations. Because history provides a background for literature and the arts, for the social and physical sciences, each new generation needs to discover its importance.

Philosophy

Philosophy deals with a wealth of ideas that help students develop principles of conduct and questions about the nature of reality. Philosophy provides for the study of discourse (logic and rhetoric) and helps develop the skill to explore the nature of truth. Common topics of study include ethics, aesthetics, logic, and metaphysics. Philosophy should foster a critical, questioning attitude about human aims and meanings. It should enable students to see themselves as seeking power, knowledge, and wisdom as well as to see the struggle that accompanies the search.

Political Science

Political science is the study of human political behavior and institutions. This includes the theory and practice of organizing and controlling the power needed to formulate public policy and administer public services.

Although political science is a study of government, it is not limited to the study of formal structure of government. Political science also includes the study of the public allocation of resources, values, and power in

any social or economic organization. Areas of study within political science include legitimacy, authority, power, control, consent, protection of minorities, and the relationship between the individual and state. In addition to this, a study of the role of law in any society should bring out the relationships of individuals to the legal system, sanctions, the courts, and justice. Attention should also be given to the study of political processes in several nation states.

In a democracy, political power is in the hands of the people. Therefore, a democratic republic depends upon an educated and informed citizenry that recognizes the need for a balance of rights and responsibilities. A proper study of political science can be thought of as helping individuals become aware of their political opportunities and obligations.

Religious Studies

Religion, as an area of study within the social studies program, deals with the way human beings interpret the universe and define the supernatural, human conduct, ritual, meaning, and interpersonal relations. Religion is expressed in both formal and informal ways. Religion, by almost any definition, touches the core of human commitments and concerns. Religion also involves matters of basic human freedoms and rights. For these and other reasons, the study of religion in Wisconsin public schools should always be approached with particular sensitivity and care (see *Religious Studies Guidelines*, Bulletin No. 2385, published by the Department of Public Instruction).

Psychology

The word "psychology" comes from two Greek words meaning, "the study of the mind." Psychology is, fundamentally, the study of behavior. It is concerned with what individuals and groups think, feel, and do. Psychology deals with behavior as a systematic body of knowledge and is a process of gaining insight into one's self and others.

Sociology

Sociology is the scientific study of human social relationships. It shares its concern regarding social behavior with a number of other disciplines, including anthropology, history, psychology, economics, political science, and social work. What makes sociology distinct from other social sciences is its focus upon social relations at the group or societal level, and its attempts to discover patterns and regularities in human behavior. Sociologists are also concerned, however, with behavior at the individual level. Instead of emphasizing genetic or organic character-

istics, they examine properties of the social group itself (norms, roles, and status) in terms of the influences they exert upon the individual.

The scientific method of formulating and testing hypotheses and constructing theories to better explain and predict human social behavior is the core of sociological inquiry. Therefore, sociologists rely upon a variety of research experiments, case studies, and analyse of available data from such sources as census reports, crime records, public opinion polls, historical data, or cross-cultural observations.

Reference

Hardin, Garrett. "Tragedy of the Commons." *Science* 162 (December 1968).

2

Scope and Sequence

While local districts may decide to alter the sequence and suggested topics in order to meet their needs, high quality social studies programs will reflect the content scope suggested in either of the two models.

Building a sense of community will always be the work of those who want it.
–Robert Kryes

Recognizing the need for flexibility in local districts, the curriculum task force suggests two scope and sequence models and recommends specific content focuses and settings for organizing the social studies curriculum in grades K-12. The two scope and sequence models reflect current Department of Public Instruction guidelines for social studies education and are consistent with widely accepted criteria that promote effective social studies education programs. While local districts may decide to alter the sequence and suggested topics in order to meet their needs, high quality social studies programs will reflect the content scope suggested in either of the two models.

Both models allocate approximately one-third of social studies instruction to U.S. studies, one-third to global studies, and one-third to content from the social science disciplines. By the time students graduate from high school, we recommend they have a variety of learning opportunities in each of these areas (see figure 4).

Figure 4

More Complex Than We Thought

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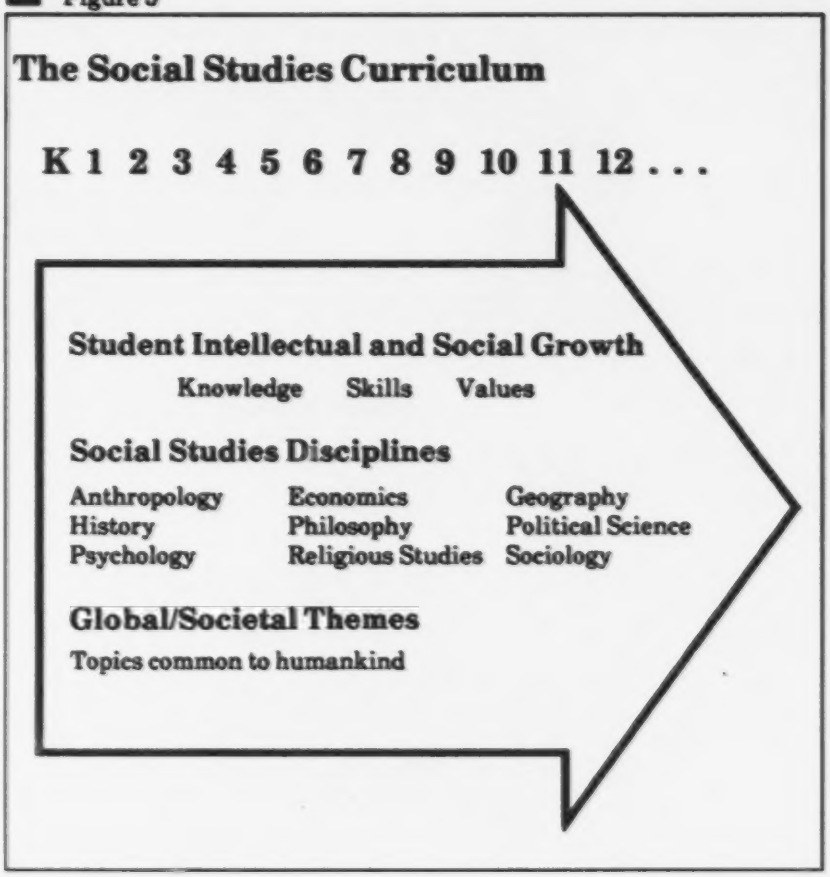
We also strongly recommend that social studies instruction be provided for a reasonable period of time on a regular basis at each grade level including kindergarten. For suggested instructional time allocations for social studies instruction at each elementary grade level, refer to Appendix B, Secondary students in grades 7-12 should have social studies instruction each year that will provide learning experiences in synoptic studies, behavioral studies, and analytical studies (see Models 1 and 2, p. 31-32).

The suggested models are built upon the fundamental components of subject matter disciplines, global/societal themes, and student intellectual and social growth (figure 5). The curriculum is seen as a three-dimensional design that addresses all three factors (scope) at each level of learning (sequence).

Figure 5


The Social Studies Curriculum
K 1 2 3 4 5 6 7 8 9 10 11 12 . . .
Student Intellectual and Social Growth
Knowledge Skills Values
Social Studies Disciplines
Anthropology Economics Geography
History Philosophy Political Science
Psychology Religious Studies Sociology
Global/Societal Themes
Topics common to humankind

The local curriculum committee and teachers are responsible for identifying and selecting the curriculum content to be used in their classrooms. In some cases, instructional materials will be selected prior to curriculum development, but it is clearly better if the curriculum content is decided prior to the selection of instructional materials. Some districts may select a single text series for use in grades K-6 or 1-6, while other districts may select texts from different publishers for individual grade levels. There are pro's and con's for using either method. At the secondary level, districts usually select texts on a course by course basis. Still other districts prefer to depend more heavily on locally developed social studies instructional materials. When developing or selecting instructional materials, educators are urged to consider the maturity of the students, grade level content, concepts, and learning skills as related to the entire social studies curriculum rather than focusing only on materials for a particular grade level or subject area. Both scope and sequence models are compatible with a variety of existing instructional materials currently available from several publishers.

Figure 6

Juggling Opportunities and Opportunity Costs

(Model 1) Curriculum Scope and Sequence

Kindergarten — Social Living

Grade 1 — Family, School, and Neighborhood

Grade 2 — Local Communities

Grade 3 — Communities Around the World

Grade 4 — Wisconsin and the Region: Culture and Environment

Grade 5 — American Heritage

Grade 6 — Cultural Perspectives

Grade 7 — Global Connections

Grade 8 — Introduction to the Social Sciences and Citizenship

Grade 9 — World Studies

Grade 10 — Eighteenth and Nineteenth Century United States Studies (including the study of local, state, and national government)

Grade 11 — Twentieth Century United States Studies (including the study of local, state, and national government)

Grades 9-12 — Advanced Studies (these semester courses may be offered in grades 9-12 and do not represent an inclusive list of such studies):

Synoptic Studies

Humanities
Philosophy
Religious Studies
Science, Technology, and Society
World Geography/ Global Studies

Behavioral Studies

Anthropology
Community Service (Work in the Community)
Futuristic Studies
Minorities in United States Society
Psychology
Social Problems/Problems of Democracy
Sociology
Social Issues of Teenage Life

Analytical Studies

Economics
Environmental Issues
Law-Related Education
Political Science
Social Mathematics

■ Sample

(Model 2) Curriculum Scope and Sequence

Kindergarten — Social Living

Grade 1 — Family, School, and Neighborhood

Grade 2 — Local Communities

Grade 3 — Communities Around the World

Grade 4 — Wisconsin and the Region: Culture and Environment

Grade 5 — American Heritage

Grade 6 — Cultural Perspectives

Grade 7 — Global Connections

Grade 8 — United States Studies

Grade 9 — Introduction to the Social Sciences and Citizenship

Grade 10 — World Studies

Grade 11 — United States History (thematic approach)

Grades 9-12 — Advanced Studies (these semester courses may be offered in grades 9-12 and do not represent an inclusive list of such studies):

Synoptic Studies

Humanities
Philosophy
Religious Studies
Science, Technology and Society
World Geography/ Global Studies

Behavioral Studies

Anthropology
Community Service (Work in the Community)
Futuristic Studies
Minorities in United States Society
Psychology
Social Problems/Problems of Democracy
Sociology
Social Issues of Teenage Life

Analytical Studies

Economics
Environmental Issues
Law-Related Education
Political Science
Social Mathematics

The scope and sequence model selected or developed by local school districts should provide a variety of social studies offerings. In a quality social studies program, students should be given the opportunity to take at least one course from each category, and local programs should offer at least two courses in each category. Interdepartmental and interdisciplinary study should be encouraged throughout the K-12 program.

Students should be provided with community and civic participation opportunities, such as school or community clean-up campaigns; visits to nursing homes; cross-age tutoring, volunteer service or internships in government offices, human service agencies, or businesses. Such activities help to promote citizen action which may be carried into adulthood.

Various school activities, such as serving as class, club, or student council leaders, participating in debate and forensics, Close-Up, Wisconsin Student Caucus, Model United Nations, Positive Youth Action Team activities, or national or foreign exchange programs, should be encouraged as important and integral parts of the social studies curriculum. In these activities students have the opportunity to apply the knowledge and skills learned in the classroom to other activities in different settings.

Organization by Grade Levels K-12

The various components for curriculum development and instruction are arranged by grade level. For social studies in grades K-11, the guide includes a brief course description intended to provide a broad overview of the content suggested for students at a particular grade level.

Several illustrative course objectives are included, which expand the course description into examples of measurable cognitive and affective objectives to promote student learning in each grade level. Certainly, other course objectives should be formulated by local curriculum developers and individual teachers when planning their curriculum and preparing their daily lesson plans. Objectives are intended to help students develop citizenship and basic skills; recognize cultural diversity; and become aware of global, geographic, and economic perspectives; and be aware of equity concerns within the content and focus of each grade.

The guide suggests several methods and activities appropriate for students of different abilities and unique social needs. Many of the suggested methods and activities may be appropriate at more than one grade level. At higher grade levels, the method or activity will probably reinforce or expand previous learning. In this case, teachers are encouraged to consult with one another and decide which methods and activities will be used and how they will be used at a particular grade level. The methods and activities suggested are to be used as a starting point for planning effective social studies instruction. The use of additional instructional methods and learning activities is strongly encouraged.

Finally, several illustrative examples of topics and their related concepts are given for each grade level. The topics are posed in question

form in order to encourage both students and teachers to explore solutions to the questions together. By posing broad questions, students will learn to grapple with issues from various perspectives, develop a variety of learning skills, learn to function individually and as a member of a group, and utilize their own experiences in the process of learning. This task requires that many opportunities be provided students to enable them to cope with a vast array of new knowledge about social reality. It also requires that the classroom environment encourage both divergent and convergent thinking. By seeking answers to the questions, students and teachers will be addressing information and knowledge together by generating new questions, gathering data, discussing information, and reaching conclusions, however tentative they may be. No single "correct" answer may resolve any one question, but seeking answers will help students learn how to learn–a much needed skill for the twenty-first century.

The concepts/key ideas listed are merely illustrative of major concepts/key ideas related to the broad questions and topics. Many are multidisciplinary and need not be included in the study of a particular topic. Others may be added or substituted for the ones listed in this document. Concept formation is a function of repeated exposure and tests against experience as well as opportunities to apply the concepts in many contexts. In short, it is important that social studies challenges students to work with ideas at all levels and from various perspectives.

Only course descriptions are included for the advanced study courses, since many of these courses will be tailored to meet the individual school's needs. Teachers of these courses are encouraged to consult with the DPI subject matter specialist and use the goal descriptors in each discipline or area of study (see Appendix E) and to draw upon students' prior learning experiences in organizing the course content. Many advanced studies courses are multidisciplinary, and many students will find this course a capstone to their social studies learning. Local districts are encouraged to offer other advanced courses in synoptic, behavioral, or analytic studies that fit local curriculum needs.

Kindergarten
Social Living

Course Description

Kindergarten students bring to school varied experiences as foundations for their future intellectual growth. Learning about the physical, social, and emotional dimensions of oneself and others is an appropriate beginning for an elementary social studies program.

Illustrative Objectives

Students will:

- develop skills as responsible class participants;
- demonstrate respect for individual differences among family members, classmates, members of the community, and people from other cultures;
- develop a strong, positive self-image by learning to accept and understand themselves and others;
- gather information from several sources in order to make decisions as citizens, workers and consumers;
- describe the ways people help each other to meet their basic needs;
- describe their environment;
- accept responsibility for their behavior within school settings.

Methods and Activities

First-hand, concrete, learning experiences, using a variety of teaching methods, should introduce social studies knowledge, values, and skills. Learning opportunities at the kindergarten level should include large and small group activities. Neighborhood walks to gather information, an examination of pictures that show people from different cultures and countries doing similar tasks, and stories about how people work together to meet mutual needs are activities that promote social participation skills. Provisions should also be made for individual learning activities.

Kindergarten

Topics	Concepts/Key Ideas	
What is expected of me at school? What rules are needed at school? How do I need to behave at school? Who helps me at school? How do I respect the property of others? How do I learn? How do I play at recess? How do I get along with my classmates?	School Teacher Classmates Helpers Rules Safety Respect	Protection Responsibility Fairness Behavior Learning Sharing
What can I learn about me? Who am I? What feelings do I have? What is my imagination? What can I do? Why am I special? What people do I need? What people need me? What are some things that I do well? What are some games I can play with other children?	Alike Different Individual Self Cooperation Conflict Talents Beliefs	Interdependence Change Senses Needs Emotions Imagination Uniqueness Name
What is a friend? Why are friends important? How do I make friends with other girls and boys? with adults? What are some things I can do with friends? What are some things I can do with girls? with boys? with both girls and boys? with adults? How can I make a friend in another classroom, school, or town? What do people do that makes it hard for me to understand them? What do I do that makes it hard for other people to understand me?	Friendship Affection Service Group Love Understanding	Socialization Diversity Sharing Caring Kindness
How do people help each other? How does my family help me? How do I help individual members of my family? What are some things I do at home? at school? How does my teacher help me? How can I help my teacher and classmates? Which other people help me? How do they help me? How do people communicate with each other?	Helping Communication Family Parents and grandparents Independence and dependence Workers	Consumers and producers Goods and services Transportation Generosity Relatives Community

Topics	Concepts/Key Ideas	
How do I decide? What is important to me? What alternatives do I have? What choices do I make? What responsibilities do I have? How do I know if I made the right decision?	Choice Causes Effects Criteria Opportunity costs	Decision-making Fairness Responsibility Conflict Trade-offs
What can I describe in my environment? Where are objects located in the classroom? my home? my school? my community? How can I describe my world? How can I care for my environment? Where do I live on Earth? How can I care for my environment?	Near Inside Up Right Day Big Environment Direction Community	Far Outside Down Left Night Small Location School Neighborhood
What traditions have special meaning for my family? for my classmates? Where do family traditions come from? What holidays does my family celebrate? What are some special customs in my family? in the families of my classmates? What holidays do others celebrate?	Tradition Custom Holiday Celebration Similarities	Vales Pluralism Awareness Differences
Who are the people of our land and other lands? How are people alike and different? What needs do all people have? How do different people meet their needs? Who lives in other lands? How have Native Americans and other cultural groups influenced our lives?	World Country People States	Languages Location Diversity Culture

Grade 1
Family, School, and Neighborhood

Course Description

The first-grade social studies program should assist children to move out from a largely egocentric view of the world and to develop an understanding of their membership in institutions such as family, church, or school. Throughout the year, students should study the needs that all humans must satisfy if they are to live safe and productive lives. They should learn how groups of individuals work together to meet common needs. Students learn that rules and laws exist to enable individuals to live together harmoniously and that examples of government can be found at the most fundamental levels of social organizations. As citizens in an interdependent world, first-grade students should participate in experiences that teach them to plan cooperatively, make compromises, resolve conflict, share with others, and accept responsibility for their own actions. Students should learn that individuals may assume a wide variety of roles in life and that the family, school, community, and other institutions require the support of many individuals if they are to function effectively. Cross-cultural comparisons should be woven into the fabric of learning to enrich perspective and begin a global education strand.

Illustrative Objectives

Students will:

- identify the members of their families;
- explain how families are alike and different;
- cite ways in which families meet the physical and emotional needs of family members;
- explain why rules are often necessary within families and at school;
- cite ways in which families change;
- recognize the purpose of schools;
- identify the contributions of school workers;
- associate businesses and institutions with corresponding products or services;
- associate community workers with particular services;
- recognize a map as a model;
- cite ways in which neighborhoods depend upon people and materials from other countries;
- enjoy school and social studies learning activities.

Methods and Activities

First-grade students should participate in many and varied concrete experiences such as making models and drawing maps of local neighbor-

hoods which reinforce class readings and discussions. Students should interact with resource persons and participate in field experiences within their local neighborhoods.

To help the students develop important research skills, teachers should give them opportunities to gather information from a variety of sources such as films, pictures, and field trips, and record their observations and data. As in all elementary levels, first-grade students should observe and discuss current events in both their local community and in the world around them.

Social studies activities such as class discussions, committee work, and informal interviews with resource people will assist students to develop communication skills such as reading, writing, listening, and speaking. Social studies programs should foster the skills necessary for active citizenship in an interdependent world. The program should be, in part, a laboratory where students exercise the skills of planning, decision making, and conflict resolution.

Grade 1

Topics	Concepts/Key Ideas
What is a family? How do families help individuals meet their needs? How are various families alike and different? What do I know about families from other countries? from various ethnic groups? What roles do family members play? What roles can pets play in a family? What do parents do at home? in the community? What responsibilities do members of my family have? Could these responsibilities be assumed by others? How can children help their families? How do families change over time? Why do we have rules? What rules exist within my family? What do people do that makes it hard for me to understand them? What do I do that makes it hard for other people to understand me? What holidays does my family celebrate? other families? What kind of toys do I have? What toys can be shared with others? What hobbies do I have? How do families have fun together? How do families help us learn? What does it mean to share? How do family members share? How can I share with friends? When might families have problems wich need to be solved? Why do families save money?	Family Relatives Responsibility Cooperation Sharing Division of labor Decision making Roles Independence and dependence Interdependence Love Protection Needs Affection Rules Fairness Marriage Beliefs Divorce Separation Death Recreation
What is a school? Why are schools important? How have schools changed over time? How do schools help individuals meet their needs? What rules exist within our school? Why do we have school rules? Where do the rules come from? What do school workers do for us? Who pays for schools? How would I describe my school? How does my school compare with others? Where do we learn? What are some things we learn in school? How does my family help me to learn? How are my classmates alike? How are they different?	Learning Socialization Social control Critical thinking Rules Teacher Institution Groups Culture Change Students

Topics	Concepts/Key Ideas
What is a neighborhood? Why do individuals choose to live in groups? Who is my neighbor What is my neighborhood like? my classmates? To what groups do I belong? Why do people work What workers in my neighborhood help me meet my needs? Can these jobs be done by women or men or both? What businesses and institutions are in my neighborhood? Who works in these businesses. What are their jobs? Where do the people and things in my neighborhood come from? What goods and services are provided in my neighborhood? What rules exist within my neighborhood? How can I have fun in my neighborhood? How is my neighborhood changing? How are neighborhoods different from each other? How are they alike?	Population Living things Urban Rural Resources Scarcity Production Transportation Park Trade Conflict Law Leadership Service Land use Technology Shopping center Suburban
What are families like in other parts of the world? How are families in other lands like my family? How are they different? Do members of my class have family members living in other countries? If so, in which countries? What do girls and boys do in other lands? What can we learn from girls and boys in other lands? What do families everywhere do together? How do people in other countries celebrate their holidays?	Country Likenesses Traditions Differences Customs Locations
What is a map? What is a globe? Why are maps important? What can maps tell us? Why are globes important? Why are the seasons of the year important to us? Why do people need to know what time it is? Can I tell time? What is a day? a week? a month? a year?	Globe Map Cardinal directions Distance Season Time Calendar Scale and size Map key Location Symbols Model Today Tomorrow Yesterday Projection Atlas

Grade 2
Local Communities

Course Descriptions

The emphasis of second-grade social studies is on people living in communities. Students learn about the different social functions that contribute to community life, including how goods and services are produced, the importance of rules to help people live together, and how the actions of individuals and groups are important in shaping our rules and laws. The notion that people have always lived in communities and that communities change over time is illustrated by the study of various communities in our past, present, and in other cultures. Celebration and pride in our past may be developed by attention to our state, national, and ethnic holidays. Geographic concepts and skills should also be highlighted, including acquainting students with the globe; understanding map symbols; drawing simple school, neighborhood, or community maps; understanding the earth's physical features; and using cardinal directions.

Illustrative Objectives

Students will:

- recognize that maps and globes are models of the real world;
- recognize that communities help people meet their basic needs;
- explain that people produce goods and services to earn an income which, in turn, helps to satisfy their needs and wants;
- recognize that communities throughout the world exchange ideas, goods, and services;
- recognize that people need rules to help them live together;
- describe how communities make laws and how laws are changed to help solve community problems;
- value diversity among the various social and ethnic groups in the community.

Methods and Activities

In the early grades, it is especially important to provide meaningful, first-hand experiences to help children learn about life in their own community. The local neighborhood and community are natural sources for learning about self and the world beyond. People from the community—police officers, business people, fire fighters, city council members, factory workers—are all potential guest speakers to describe to the students the importance of their jobs. Similarly, class trips to local stores, banks, restaurants, post offices, and factories communicate a great deal to children about our social life. Knowledge about community change and diversity can be initiated by reading textbook accounts of community life

in other times, and other cultures. Teachers can enhance these activities by having children inquire how their own community has changed—even in their own lifetimes—and by welcoming guests to class to demonstrate various ethnic traditions and values as represented in foods, dance, clothing, music, and holiday celebrations. Map skills can also be developed by carefully introducing students to classroom floor plans, eventually including the school building, neighborhood, and community. Understanding cardinal directions can be enhanced by taking the class into the school yard and using the sun and landmarks to help determine direction. Similarly, the classroom walls can be labeled for directions, and students can engage in activities that ask them to find objects by using cardinal directions.

A successful second-grade social studies program should use a wide variety of learning experiences that draw heavily on the home, school, neighborhood, and local community to help make abstract concepts meaningful for young children.

Grade 2

Topics	Concepts/Key Ideas	
What were communities like in the past? What kind of shelter did people have? What kind of clothes did people wear? What kind of jobs did people in communities perform? How is life different in communities today? What will our community be like in the future? How is our community changing? How are changes good? How are changes undesirable? How do communities vary depending on their geographic location? What can we learn about our community's past? How is our community linked to other communities in other states and countries? How have city communities changed? How have farm communities changed? What ethnic groups settled in our community? What routes did they follow to get here? What ethnic groups live in our community today?	Shelter Gathering Hunting Fishing Planting Environment Defense	Farming Settlement Change Future Development Stewardship Pioneer
How can maps be used to help us find places in our community? What is a map? How is a map like a drawing? How do maps differ? political? physical? What are different types of map projections? How do maps help us? In what state and country is our community? What can map symbols tell us?	Map Symbol Key Direction Location	Country State Globe Distance
How is the globe a model of the earth? What is a planet? What are the cardinal directions? What are the continents? On what continent is the United States located? Where is our state on the globe? Where is our community on the globe? What are the oceans? What landforms can I identify?	Cardinal directions Oceans Equator Countries	North Pole South Pole Continents Planet Earth Landform

Topics	Concepts/Key Ideas
How do communities help people meet their basic needs? How do we live together in community? Who are members of our community? What happens in our community? What are needs and wants? What are goods and services? What services does our community provide? Where are some places we can get services? What goods do we use that come from other communities, states, and counties? How are goods and services produced? How does our community pay for community goods and services? Why do people work? What type of jobs do people perform? How do we depend on workers? What businesses are in our community? How have the occupational options changed for both women and men? What public places are there in our community? What forms of transportation are available in my community? in other communities?	Needs Wants Goods Services Friends Job Equity Money Transportation Communication Worship Food Clothes Shelter Income Services Recreation Trade Cooperation Culure Market
How do communities makes rules? Why are rules important? How do rules help us? What are some important rules in our community? Who makes the rules in our community? How are rules enforced? How does our community differ from other communities? How does our community make decisions? Who are our community leaders? How do community members solve their problems? What responsibilities do I have for my community?	Rules Laws Courts City council Mayor City manager City planner Taxes Election Voting Rights Responsibilities Government

Grade 3
Communities Around the World: Urban and Rural

Course Description

The concept of "community" in third-grade social studies emphasizes the rich diversity of communities in our national and global regions. The focus on communities represents an evolution from the world regions approach that was common a few years ago. By selecting communities from a variety of geographic and cultural regions of the nation and world, we introduce students to a variety of environments and global perspectives. By recognizing the cultural components that are common to communities, students build upon the knowledge, skills, and attitudes learned in earlier grades to realize that we are all citizens of the earth. In a very real sense, the third grade completes the first cycle of the expanding world curriculum and sets the stage for the learning that follows.

Students investigate communities selected from a variety of geographical and cultural settings. An in-depth study of the local community can serve as an excellent departure point and backdrop for comparison as students go on to learn about the nature of communities and experience the idea that they are part of a larger community. Other settings should include approximately six areas selected for their diversity. Dimensions should include regions (Africa, Europe, Asia, the Americas), geography (grasslands, rain forests, mountains, deserts, and plains) and culture (urban, rural, developed, developing, traditional, and revolutionary).

Selecting sites for in-depth study encourages a focus on cultural themes common to all communities. The commonalities and diversity of environment, urbanization, heritage, ethnicity, technology, beliefs, shelter, recreation, and the arts as well as the institutional variables of family, government, economy, and education should be included. Topical organizers apply these ideas to the regional and cultural settings selected by the local committee. With each community studied, questions most clearly dramatized would be selected to guide instruction. For example, a study of a community in North Africa might focus on change, development, migration, and urbanization, while a study of an American city might feature economics, transportation, ethnic groups, and government services.

Illustrative Objectives

Students will:

- describe how and why communities may differ in terms of age, size, location, growth pattern, and population;
- identify reasons that communities are diverse;

- describe problems faced by men, women, and children in various communities;
- suggest possible solutions to these problems and recognize many alternatives;
- explain the importance of agricultural and urban areas both past and present;
- explain how land formation, climate, and natural resources influence the location of communities;
- identify types of community governments;
- recognize interdependent relationships among communities;
- develop a strong sense of pride in their local community and an appreciation for communities unlike their own.

Methods and Activities

Studying selected sites places the ideas of geography, culture, and citizenship in context for third-graders and makes the concept of community come alive. A study and guided tour of historical, political, economic, neighborhood, recreational, and cultural centers of the local community builds a frame-of-reference for the school year. Discovery boxes brought back by travelers to other communities can provide hands-on experiences. Exposure to a variety of communities affords students excellent opportunities to apply map and globe skills within the units of study. The curriculum lends itself to using a variety of resources that develop reading, listening, sharing, discussing, writing, planning, dramatizing, constructing, and mapping skills. Because the spirit of the curriculum is exploration, focused questions can be used to introduce inquiry skills and library research skills. Opportunities to communicate with students around the country and world provide an exciting outlet for inquiry activities. Selecting related children's literature integrates social studies and reading within the study of communities and culture.

Grade 3

Topics	Concepts/Key Ideas	
How do environments affect communities? How does geography and climate affect communities? What geographic features can we find on maps and globes? How do geographic features influence the way we live?	Continents Islands Oceans Lakes Mountains Environment Grasslands Tropics	Scale Distance Longitude Latitude Rivers Forests Deserts Resources
How is our community unique and special? Who settled our community? How do people in our community make a living? What land forms, homes, businesses, farms, roads, and parks can we see on an aerial photo map of our community? How does a map of our community compare with a map from other rural, small town, and urban communities in the United States and around the world? What can people in our community tell us about life here? Why would someone want to live in our community?	Heritage Settlement Ethnic groups Transportation Goods and services Farm Shelter Government	Rural Urban Economy Business Factory Specialization Recreation
Where are the cities located? Why did people locate where they did? How does the natural environment influence cities? How do cities influence the natural environment? What are some common characteristics of most cities? What systems are at work in most cities? How can several maps of the same city show different information?	Maps and Symbols Key and Legend Direction Town City Symbiosis Growth Suburbs Interdependence	Metropolitan Megalopolis Central business district (CBD) Cultural adaptation Environmental adaptation
Who lives in cities? Why do people live in cities? Where do people live? How do people live in a city? How does the size of a city influence how people live? What is the difference between a city and a community? What are some advantages/disadvantages of living in a city?	Ecology Traffic Transportation Communication Neighborhoods Ghetto Immigrants	Shelter Recreation Leisure Residents Privacy Minority

Topics	Concepts/Key Ideas
How do communities change? Why do communities change? What pattern of growth can be observed in communities? How have transportation and communication systems influenced urban and rural patterns of living? What has caused the decline of communities? past and today? What kinds of problems cause a city to decline? What kinds of problems create an opportunity for people to work together? How might an ancient community be comparedwith a modern community?	Change Growth and declines Interaction Interdependence Industrialization Problem-solving strategies Technology Trade Transportation Regional centers Conflict Communication
How do communities show diversity? Why do people migrate to different communities? What ethnic groups live in different communities? Which ethnic groups live in our community? Why did different ethnic groups settle in different communities in the United States (for example, Germans in Milwaukee, Chinese in San Francisco, Puerto Ricans in New York, Hispanics in California's San Joaquin Valley, and the Hmongs in Minneapolis/St. Paul)? How do ethnic groups celebrate their cultural holidays? What problems might a person from another culture have in adjusting to a community in which another language is spoken?	Cultural pluralism Language Ethnic communities Culture Specialization Cultural identity Diversity Migration Immigration Citizenship Language
How have rural agricultural communities changed over the years? What are some differences of farms of long ago and today? Why are there fewer farmers today in the United States than in the past? What special problems do farmers face today? What might the future hold for farmers? How do farming methods compare in different parts of the world?	Agriculture Farmer Future alternatives Change and continuity Tradition Land use Technology Weather Specialization Productivity

Grade 3 *(continued)*

Topics	Concepts/Key Ideas	
How do communities specialize in meeting people's needs? Why do communities specialize? How do these characteristics enable people to meet needs? In earlier times, why were business and residence sections not as separate as today? How do cities serve the needs of rural areas? How do rural areas serve the city? How do agricultural (rural) communities differ from non-agricultural (urban) communities? What does our community contribute to other communities in the world?	Goods and Services Business and industry Energy Labor Population density Culture Expectations	Urban Rural Stewardship Interdependence Values Recreation Cooperation Jobs
How are communities governed? Why do communities need to have rules? How may rules differ from community to community? Who are the government officials and what jobs do they have? What rights does everyone have by virtue of being human? Why are some members of our community not fairly represented?	Mayor Council Elections Budget Government Commission Public goods and services	Taxes Laws Justice Human rights Equity Leadership
What problems do communities face? How do communities attempt to solve their problems? What problems are common to most communities? What problems are unique in our community? How can new technology clash with tradition?	Conflict Balancing budgets Pollution Providing goods and services Congestion Redevelopment	Crime Resolutions Housing Immigration Taxes Policy Prejudice
What will our community be like in the future? What changes, if any, would I like to see in our community? What will cities be like in the future? How can our class make a difference?	Planned communities Domed cities Skyscrapers Rural development	Urban planning Technology Space satellites Computers Mass transit

Grade 4
Wisconsin and the Region: Culture and Environment

Course Description

The fourth grade's special focus on Wisconsin provides a unique opportunity for interdisciplinary studies of our culture, environment, people, challenges, and successes. Studying Wisconsin provides a "close-to-home" opportunity to learn about our state heritage by exploring our cultural, geographic, economic, governmental, and historical resources. Students will discover interrelationships in a unique and exciting local laboratory. Whether the focus is on our state, its people, our environment, or our culture, continuity, change, and challenge will provide guideposts for learning.

The fourth grade also provides a unique opportunity to bring the study of history, the social sciences, and related disciplines closer to the student. Several themes are woven through the curriculum and suggest several possible patterns of organization. These themes include: 1) the exploration of different geographic regions on earth and in the nation, with a focus on Wisconsin, the Great Lakes, and the Midwest region; 2) the unique land system of Wisconsin which provides a laboratory for studying the earth, and the environmental and life systems we create; 3) the study of Wisconsin history can open windows to an understanding of our institutions and special heritage; and 4) the social, economic, and governmental institutions of the state helps students form a conceptual foundation for continued learning.

Illustrative Objectives

Students will:

- become more familiar with Wisconsin's geography, history, and current political and economic systems;
- compare Wisconsin to other regions around the world through study using the printed word, maps and globes, graphs, diagrams, and photographs;
- describe differences that exist in environment and lifestyles in various geographic settings (forest, mountain, desert, plains) in the United States and around the world;
- explain how people's basic needs are met within human and natural systems;
- identify the changes that have occurred in Wisconsin's land and environment as a result of natural and human activity while recognizing interrelationships that exist between the land and its inhabitants;
- develop an appreciation of the unique cultural and environmental heritage of Wisconsin and the Midwest and develop a sense of belonging in our state;

- explain how Wisconsin Native Americans, explorers, immigrants, and community builders influenced the state's development and that of the Great Lakes region;
- apply beginning research skills through contact with historical materials such as photographs, maps, documents, and artifacts;
- learn about invention and technology and their relationship to production in the region, nation, and world;
- recognize agriculture's importance to Wisconsin and the Midwest.

Methods and Activities

The fourth-grade social studies curriculum should emphasize conceptual thinking and problem-solving skills using an activity-based approach. Students are encouraged to seek new information from ever widening sources. Basic library skills and beginning instruction with such historical materials such as maps, photographs, documents and artifacts should be introduced to enable students to gather data from a variety of sources. Other excellent sources of information include field trips to museums, historic sites, environmental centers, agricultural areas, government agencies, and local businesses. In order to stress the ways in which Wisconsin is connected to other nations, students should be encouraged to examine the links between our state and another culture(s). A good opportunity exists to design activities based on the relationship with the Chinese province of Heilongjiang, Wisconsin's sister state. Additional learning activities should include map making, model building, simulations of assembly lines, map road rallies, bulletin board time lines, sandbox geology, and home surveys. In addition, students need to have many opportunities to refine skills such as observing phenomena, classifying information, formulating and testing hypotheses, constructing flow charts, and interviewing people.

Grade 4

Topics	Concepts/Key Ideas	
How have different environments affected the way people live in different regions of the world? What are the regions of the world and nation? How does the geography and environment of Wisconsin and the Great Lakes compare to other regions? How do weather and climate affect the environment and the way people live and work? How have people changed the environment from prehistoric times to present? How are people and new technologies changing the shape of the land?	Forest Mountain Desert Natural resources Interdependence	Climate Region Environment Plains
Where is Wisconsin? Who are Wisconsin's neighbors? How do special maps tell us special stories about our state, region, nation, and world? How have trade and transportation routes within Wisconsin and beyond influenced us? How have the geographic location and resources of Wisconsin and the region influenced the way in which we live? How can maps and globes tell us about direction, distance, and location? Where are Wisconsin's Native Americans located? How do they contribute to our state?	Boundary (political, natural) Indian nation	Region Location State
How has our land system changed? How did glaciers affect Wisconsin's geography? What is the nature of Wisconsin's water system? How have people changed the environment? How do people enjoy nature's gifts? What could happen to Wisconsin's natural resources with wise and unwise use? What is being done to preserve resources and protect the environment?	Natural resources Pollution Ice age Land forms River system Erosion Environment	Models Land use Ecology Climate System Water cycle Conservation

Grade 4 *(continued)*

Topics	Concepts/Key Ideas
How has the culture of Wisconsin developed? How did people such as Native Americans, explorers, immigrants, and settlers use and adapt habitats? What influence have Native Americans and immigrants How did Native Americans and settlers cooperate? How were they in conflict? What was the role of government in resolving conflicts? Who were Wisconsin's early explorers, missionaries, settlers, and politicians? had on the history of Wisconsin? What was life like for the early settlers? Who are our ancestors? Where did they come from? What did they contribute to create a special heritage for Wisconsin and the region? Who are modern-day immigrants to Wisconsin? Where do they come from? What do they contribute to our state? How have the people used and protected Wisconsin's wildlife? What are some current issues facing the people of Wisconsin? What heritage, customs, and traditions did we adopt from the Native Americans of our state? How can we overcome negative stereotypes about certain groups who live in our state? Who are Wisconsin's heroines and heroes throughout our history? What have they contributed toour state?	Habitat Adaptation Settlement Land ethic Change and continuity Conflict Exploration Transportation State government Reservation treaty City government Townships Prejudice Immigration Leadership Heritage Endangered resources Culture Community Stereotypes Progress Trade County government School districts Ceremonies
How are the components of culture reflected in our communties? What is the history of government in Wisconsin? Why has Wisconsin come to be a leader in progresssive traditions? What functions do government and other social institutions serve? How have special groups such as labor unions and civic groups contributed to our heritage and community? What beliefs are held and what traditions are practiced by ethnic groups in Wisconsin? What literature, music, and arts are enjoyed by people in Wisconsin? Why has education been important to the citizens of Wisconsin? How have various ethnic and minority groups contributed to our community character and well being? How can positive relationships be developed among Wisconsin's ethnic groups? What makes up a good community? How can young people be good community members?	Culture Institutions Government Rules and Laws Ethnic and minority groups School Citizenship Family Rights Decisions Cultural diversity Diversity Beliefs Traditions Customs Religion Church Dignity Responsibility Pluralism Language Justice Cooperation Tools and technology

Topics	Concepts/Key Ideas
How was our economic system built? What is the role of specialization and trade? How did invention, technology, assembly lines, factories, labor unions, and cities change people's lives? How does our lifestyle compare with that of our grandparents and great grandparents? What has the farmer contributed to Wisconsin's economy? What products and services does Wisconsin specialize in? What does this mean in terms of producer/consumer roles? What connections does Wisconsin have with other states and nations? How does business, industry, agriculture, and labor contribute to Wisconsin's economic development? What changes are taking place in what we produce and how we live? What might the future of Wisconsin look like? What challenges does Wisconsin face as we get closer to the year 2000? How might people in Wisconsin respond to these challenges? In what ways is Wisconsin linked to the rest of the world?	Resources Choice Scarcity Market Specialization Agriculture Cooperatives Industrialization Price Producer Savings City Trade Technology Urbanization Pollution Recreation Investment Invention Productivity Consumer Tourism Economy

Grade 5
American Heritage

Course Description

The fifth-grade social studies program provides students with a study of our North American heritage by focusing on the land, its people, and the dynamics of change. Careful attention should be given to the many diverse individuals and groups who have shaped the United States through their influence on our political, economic, social, cultural, and religious lives. This curriculum features the pluralism of the U.S. as a microcosm of the world and the impact of decision making on the past, present, and future.

The emphasis for fifth-grade provides an opportunity to examine the nature of both national and global citizenship. Fifth-grade students possess a sense of belonging, like to make decisions, discover things for themselves, are beginning to enjoy social science research activities, and are becoming more curious about current affairs.

Illustrative Objectives

Students will:

- develop maps, charts, and graphs to illustrate specific features of North America;
- analyze geographic characteristics and their impact on state and local governments;
- describe changes brought about by cultural interactions during the discovery, exploration, settlement, and development of the United States;
- identify and explain basic historical facts related to the development and growth of the United States;
- identify unique characteristics of the groups of people who make up the United States and their ties to other countries;
- collect data about current conditions, analyze trends, determine alternatives, and hypothesize about the consequences of change in American life;
- recognize the economic, political, social, cultural, and religious links of the United States to other countries in the world;
- continue to develop understandings, attitudes, and values relevant to responsible citizenship at local, state, national, and international levels;
- develop and apply a variety of critical-thinking and decision-making skills to participate effectively in society and government as an individual and as a member of groups;
- realize that Native Americans and the several ethnic and racial groups which live in the United States have made valuable contributions to our nation.

Methods and Activities

Students in the fifth grade ought to have numerous learning experiences that will help them relate to individuals and groups in constructive and meaningful ways. Students at this grade level are becoming more aware of a world beyond their own community and state. They are beginning to want to know how they fit into the larger world, and they are becoming other-directed. Students at this grade level are beginning to develop specialized skills: drawing, planning activities, or giving oral or written reports. Each student should be given numerous opportunities to practice those specialized skills as well as to acquire new skills. Opportunities should be provided to enable students to communicate both orally and in written form. Students should be introduced to primary source material and have the opportunity to develop the skills of social history by using biographies, graphic resources, computer databases, and maps to obtain information about the United States and its people.

Grade 5

Topics	Concepts/Key Ideas	
What are the special geographic features of the North American landscape? How is the land divided into states, regions, and countries? What would a United States map look like from the perspective of Canada? Mexico? a country in Central America? South America? What are the major natural resources of North America? What are the major industrial/agricultural products of North America? What are the major environmental issues facing us today? What are some possible solutions to these environmental problems?	Boundary Country Region State and Province Natural resource	Land use Political and Physical maps Perspective
Who were the first Americans? To what extent was there any history before Columbus? How did groups of first Americans (including Innuit) vary from region to region? How did they interact? How have these Americans contributed to the growth and development of the United States? How did the immigrants interact with earlier inhabitants of our country? How did Native Americans and the newly arrived immigrants contribute to our country? What legacies have they left us?	Environment Artifact Resources Heritage	Values Customs and traditions Beliefs
Which groups settled in the New World? Why were Europeans interested in the New World? Where did they settle? Why did they choose those particular locations? How did the first Americans come into contact with European settlers? Why did African slaves come to the New World? How did these groups adjust to the New World and to each other? What was life like in the New World in the sixteenth and seventeenth centuries?	Exploration Colonization Settlement Interdependence Slavery Tradition Reformation	Middle Ages Renaissance Motivation Population density Culture contact
What conflicts of interest developed during the seventeenth and early eighteenth centuries? Why did the colonies seek independence from European nations? How was a new government established? To what extent was cooperation possible within the New World? Why did conflicts develop among groups?	Rebellion Law Trade Institutions Bill of Rights Decision making Independence Expansion	Conflict Compromise Citizenship Constitution Authority Frontier Manufacturer Slavery

Topics	Concepts/Key Ideas
What conflicts of interest developed during the seventeenth and early eighteenth centuries? *(continued)* What conflicts were developing between sections of the country, economic interests, and groups of people? How were these issues resolved? How did physical and economic expansion affect different groups of people? What groups of people came to the United States? Why did they come?	Conflict Resolution Reconstruction Industrialization Agricultural growth Imperialism Society Production Immigration Textiles
What changes have taken place in the United States during the twentieth century? How have agricultural areas changed? How have urban areas developed? What groups of people have come to the United States? Why did they come? What struggles for human rights have occurred? In what international conflicts has the United States been involved? How have the different origins and beliefs of our citizens influenced their participation in American institutions? How has United States business become internationalized?	Labor movement International conflict Urbanization Human rights Big business Multinational corporation Technology corporation Immigration Suffrage Women's movement
What changes may take place in the United States and the world within the next century? How is the United States interdependent with other areas of the world? What are current trends and projections for resource use, technological development, population growth, international conflicts? What alternatives exist for influencing these trends in an equitable manner? How can I make a difference? What are some of the changing roles and responsibilities of women and men in our country? around the world?	International Intervention Consequences Communication Resource allocation and management Consumption Economic decline and growth Food supply and hunger Detente and peace Efficacy
Who are some great American women and men I would like to know? How have these women and men contributed to our well-being? What makes an individual great? Are there people I know of today who I would call great? How has the United States viewed its neighbors to the north and south? What has the United States contributed to Mexico and Canada? What have Canada and Mexico contributed to the United States?	Heroines Heroes Nationalism Leadership Interdependence

Grade 6
World Cultures

Course Description

The social studies program at grade 6 introduces world history and highlights world cultures and world geography. Europe, Africa, Asia, Australia, Oceania, and the Middle East are included for study. Units on the United States' neighbors in Latin America and Canada may also be included at this grade level. Grade 6 is basically an introduction to world cultures. It draws on knowledge and skills from several social science disciplines (history, geography, economics, political science, anthropology, and sociology) as a way to help students learn about how people live in different parts of the world. Students consider needs, institutions, and experiences common to all humans and pay particular attention to the beliefs, institutions, language, and technology of various cultures. The emphasis on world cultures also reinforces and extends students' skills in using maps and globes. The social studies content for grades 6 and 7 should create a global studies foundation.

Illustrative Objectives

Students will:

- express positive attitudes toward individuals of all races, cultures, and religions;
- identify ways that early civilizations throughout the world have made contributions to the modern world including systems of belief, laws, religion, language, economics, communication, and technology;
- recognize that throughout human history people have developed and worked with tools such as maps and globes to help them think about and record observations about the world and its people;
- explain that every society has an economic system based upon its level of technology through which goods and services are produced and distributed;
- recognize that land forms, climate, and the availability of natural resources exert a powerful influence on the lifestyle, technology, and values of individual cultures;
- learn about the importance of human beliefs, about the natue of the world, about beauty, and about universal notions of right and wrong;
- identify causes of change in cultures and be aware of historical and current issues facing the peoples of the world.

Methods and Activities

In sixth-grade social studies, students require a variety of learning experiences to help them understand other cultures of the world. Stu-

dents at this grade level are often aware that shared feelings, agreements, and expectations may override individual concerns. They are beginning to understand situations from others' perspectives. This is an excellent opportunity to compare that which is close to home and familiar with that which is distant and different. Nonetheless, many aspects of world cultures, history, and events are very remote from children's perceived daily experiences. It is important, then, for sixth-grade teachers to develop concrete learning experiences to make the study of the world's peoples meaningful to students. A focus on map and globe skills can help students understand important spatial relationships. Sixth grade is an appropriate point to emphasize special individual written or oral reports on world regions or nations. Group research reports on key nations within regions helps to develop depth of understanding as well as inquiry skills. The biographical approach is particularly appropriate because the subject is filled with active people with whom students can relate. Some of these projects might emphasize the global connections of individuals and organizations in the local community. At this grade, students can do more elaborate group projects including debates, panel discussions, and small group presentations. Role-playing and simulation games such as a mock world court session or a senate hearing can be meaningful activities. Teachers also need to make extensive use of friends, parents, and exchange students, who have experiences in other parts of the world and are willing to speak to classes. Finally, given the increasing importance and complexity of global events, special care must be taken to emphasize how current events relate to what is being studied and to help students make decisions about important global issues.

Grade 6

Topics	Concepts/Key Ideas	
How do geographic and environmental forces influence the distribution and concentration of world population? What are the major geographic and cultural regions of the world? What is it that makes these regions unique? Similar?	Climate Savanna Rivers Soil Transportation Specialization Trade	Mountain Forest Desert Natural resources Environment Migration
What is culture? What are the key components of culture? How do we use culture in our lives? How do the various social studies subjects help us understand cultures? How are cultures around the globe interrelated?	Technology Language Beliefs Art Social structure Religion	Institution Family Economy Government Education Recreation
What major civilizations have thrived in the past and what have they contributed to world history? What have archeologists learned about early humankind and the emergence of civilization? What ideas and institutions can Western societies trace to Greek and Roman civilizations? What happens when two cultures come in contact? What have philosophers, religious leaders, and political leaders contributed to culture? What principles of law and government are derived from other civilizations? How has our language evolved over time through cultural contact? What art, music, literature, and lifestyles are derived through cultural diffusion? What has been the role of women as contributors to the development of civilization in the past? How are women contributing to their cultural groups and societies today?	Citizen Culture Democracy Majority Independence Reform Romance languages Art Laws Culture diffusion Science	Oligarchy Monarchy Republic Justice Dictator State Rights Class structure Civilization Theocracy Medicine
Can we see the dynamics of cultural change at work in Western societies? How did nationalism and colonialism change the nature and boundaries of Europe and the New World? How did scientists and inventors change the shape of cultures? Describe the cultural components of European societies? How can we explain the differences that exist between Eastern and Western Europe? What have been the major contributions of Eastern cultures and society to Western civilization?	Middle Ages Kingdom Nation Colonialism Imperialism Constitution Socialism Conflict War Peace Continuity and change	Industrialism Capital Labor Trade Slavery Communism Capitalism Human rights Urbanization Alliances

Topics	Concepts/Key Ideas
Can we see the dynamics of cultural change at work in Western societies? *(continued)* What impact has conflict and cooperation had on the shape of culture? What changes have taken place and continue to take place in the way people and nations use resources, produce goods and services, and exchange the fruits of their work? How did industrialization and urbanization affect the development of nation states?	
How are the cultural regions of Asia, Africa, Oceania, Australia, and the Middle East different from and similar to Western societies? How are people alike and different? How do people and nations make a living? How can we reseach a region in depth to learn about its geography, history, religions,economy, lifestyles, and institutions? What challenges and conflicts does a colony face when it sets out to build an independent nation? How can we explain the rapid development of some nations in a region while their neighbors cling to more traditional ways? How have Western and non-Western cultures enriched each other through contact and exchange? Does a blending of the new and old and likenesses and differences lead to enrichment or conflict in societies? How is the move from agricultural, village life to urbanized, industrial living affecting the stability and culture of developing nations? What are the issues, crises, and opportunities currently facing each cultural region of the world? To what extent is education the key to the future for developing nations? What has been the traditional view of women in each culture region? How are these viewpoints being modified? How have men in the various cultural regions traditionally viewed the role of women? How are these views being modified?	Market economy Controlled economy Standard of living Cultural exchange Ethnocentrism Agriculture Population pressure War and Peace Nationalism Agriculture Life expectancy National debt Literacy Oppression Race Life style Development Hunger Tradition Revolution Apartheid Militarism Gross National Product Nuclear disarmament
How have world regions become increasingly specialized thus forming an interdependent system? What tensions exist between independent and interdependence of regions in terms of trade, commerce, political stability, conflicting values, and peace/war issues?	Common Market Transportation International trade Supply and demand Natural resources Tariff Surplus Competition Money Quotas

Grade 7
Global Connections

Course Description

The social studies program at grade 7 continues with the study of global geography and world cultures. The focus is on the variety of ways the people of the world strive to deal with the different forces that shape their lives. The need and seach for peaceful relations among nations is stressed. The content is international in scope, with a major emphasis on global interdependence. The history of nations is studied in order to illustrate changes through time. Developing nations' aspirations are highlighted.

Emphasis is given to many interconnections that exist between places and people in the modern world. The seventh-grade program also provides students with insights into the similarities shared by humans the world over. People of all societies have developed social institutions to help meet their needs beyond those of food, shelter, clothing, transportation, and communication. These institutions include families, educational systems, economic and political systems, and religions. In this course, students learn more about elements of our pluralistic society and compare them with similar aspects of other societies. They learn how cultures change through borrowing, the migration of people, and the diffusion of ideas and inventions from one part of the world to another.

Illustrative Objectives

Students will:

- identify major events and trends that have shaped the common elements of culture;
- identify common problems, needs, and behaviors of people from similar and different environments, traditions, and cultures;
- explain the dependency of present and future societies upon the ecosystem;
- respect the judgment of other individuals and societies regarding the cultural ideas they wish to borrow, retain, or independently create;
- identify the characteristics that make people unique;
- name cultural universals found in all societies.
- explain the way people shape their culture and the way culture shapes people;
- describe some of the problems and benefits of living in a pluralistic society;
- identify the links connecting one's own life and society with the rest of humanity;
- understand that various people see the world in different ways or from different frames of reference;

- explain change from both historical and future perspectives within a global context;
- engage in reasoned and responsive action in relation to humanity, the ecosystem, culture, and the social order.

Methods and Activities

Middle school and early adolescent pupils are searching for self-identity. For this reason, it is important that this course begin with them and their concerns and reach out to people in distant regions of the world. Likewise, middle school students are often characterized by a short attention span and a need for physical and social involvement. It is recommended that teachers use activities that employ both didactic and inquiry approaches for teaching and learning. A mix of group work, class projects, and individual assignments should prove helpful. While textbooks can provide a safe home base, they should be viewed as a course syllabus or a point of departure rather than a total program.

Audio-visual activities can be a rich source of motivation and information required to develop a frame of reference for global considerations. Communication skills should be used in interaction sessions in which the teacher serves as discussion facilitator. Students at this grade level need to recognize the right of all individuals to have and express their points of view and that these can differs. The student's abilities to do this is still developing and should not be taken for granted by the teacher.

People in the community who have traveled to various countries can be invited to enrich classes with travelogues and commentaries. Foreign exchange students as well as university students from foreign countries can give classes first-hand accounts of life in their cultures. This gives students an opportunity to see, hear, and interact with people from other parts of the world. Cultural similarities as well as differences become clearer.

Integrating the social studies curriculum with art, music, and literature can help students of this age group develop meaningful and concrete understanding of cultural pluralism and connections.

Grade 7

Topics	Concepts/Key Ideas
What is the nature of the earth? What is the solar system? How can we organize our thinking about the earth? What is the nature of the relationships between people and other earth systems? What are examples of global connections?	Environment Spaceship Earth Homo sapiens Symbiosis Ecological system
What is the social nature of humans? What is culture? What are cultural universals? What factors shape cultures? How can people from another culture understand me without speaking or understanding my language? What might I have to know to understand them? How would this change me? How are cultures alike and different from one another? How can a person compare cultures? Is there a "world culture?"	Political systems Cultural similarities Cultural universals Economic systems Educational systems Cultural differences Ethnocentrism Society Culture Families Religions Language
How have cultural regions changed over time? What major changes in economic, social, and political institutions have taken place in cultural regions such as areas of Africa, Europe, Asia, Latin America, Australia, and the South Pacific Islands? What major changes are likely to occur in each region in the next several years? How might these changes affect us and our future?	Geography Interdependence Cultural change Causality Language Lifestyle Institutions History
In what ways are cultural regions of the world changing today? What role does technology play in cultural change? What population migration patterns seem to be in place today across the world? How do people share their culture with one another? How are the nations of the world becoming more interdependent? What happens if cultures are in conflict?	Social standards Natural environment Cultural environment Rewards Folkways Mores Rules of law Sanctions Surplus Transportation International trade Tariff Supply and Demand Natural resources Multinational Social contract Technical changes Change Social rules Social control Corporation Need for order Laws Inventions Specialization Competition Money Change agents Common market Values Communication Social scientists

Topics	Concepts/Key Ideas
How do the perceptions we have of ourselves and others affect the way we behave toward one another? How can we learn what life is like for another person? What is an enemy? Who is a friend? Who are perceived to be our enemies today? Who were our enemies in the past? How can conflicts between nations be resolved or avoided? What can we do to promote world peace? What are the causes, and consequences of an uneven distribution of wealth in the world? How has the woman's and other social justice movements of the 1970s and 1980s changed the way all people view the world? What opportunities for girls and women exist today that were largely unavailable for them in other times, and in other settings?	Perception World view Conflict Production Distribution Social control Lifestyles Peaceful coexistence Market
How does our society differ from other societies? How has a diverse population contributed to discrimination and prejudice in America? How does stereotyping contribute to social problems in a multi-ethnic/multi-cultural society? How does the United States address problems that have emerged because of its diverse population? What are the key social issues faced by the peoples of the world? How have various cultures traditionally viewed women?	Diverse Discriminate Prejudice Cultural pluralism Freedom Justice Free market Segregate Mainstream Responsibility Stereotyping Immigrants Minorities Equity
How have various cultures traditionally responded to new immigrants and other minorities? What does the "American Dream" mean to you? to others? What can we project for the future? How is the future of United States tied to the future of the world? To what extent is there really an "American Culture?"	Command economy Market economy Traditional economy Mixed economy Consumer goods Socialism Collective Industrialization Per capita income Capitalism Land Labor Capital Export Import Communism Agriculture Technology Cash crop

Grade 8
United States Studies

Course Description

The eighth-grade United States history course should provide a general overview of United States history, emphasizing the significant events, critical movements, and people of various backgrounds that led to the building of the United States. The course usually is arranged chronologically and should help students gain a greater understanding of the United States and its role in the world today. By studying the political, social, economic, and aesthetic dimensions of United States history, students should begin to make links between the past and the present and understand the present in light of the historical past. At this grade level, Wisconsin, may provide selected examples of persons and events as part of a larger national movement.

Illustrative Objectives

Students will:

- acquire factual knowledge of the history of the United States by studying ideas, events, persons, values, and beliefs from the early days of the Republic to the present;
- develop and examine their own values and attitudes and examine those of others with respect to a commitment to democratic beliefs, personal responsibility, and human freedom;
- develop social studies skills and processes needed to understand and interact in a variety of human relationships;
- identify changes in society as an ongoing part of life;
- understand the United States has a multicultural beginning and that Native Americans and many ethnic groups from throughout the world have made unique and significant contributions to its development.

Methods and Activities

Students at the eighth-grade level are experiencing physical, emotional, and intellectual growth and are concerned with fitting in and being accepted by others. Peer pressure is especially strong and exerts a great influence in their lives. At this grade level, it is important for students to develop and manifest a positive self-concept including an awareness of their own values as well as a respect for their own individual ethnic backgrounds. It is important that learning activities, such as analyzing case studies and discussing political cartoons, include opportunities for both large and small group interactions. In addition, opportunities should be provided for studying independently, researching, reading journal accounts, and writing position papers. A local history project provides an

opportunity to heighten interest in history and allows students to learn and apply the craft of the historian. Other activities might include investigating symbols that are important to various groups, role playing, constructing timelines, and developing a newspaper from a different time in history and comparing it to an actual newspaper from that era.

Grade 8

Topics	Concepts/Key Ideas
What happens when different groups of people come in contact with each other (Spanish-Indian interaction in sixteenth century Mexico, European-Native American and African interaction in North America in the seventeenth century)? How was each group changed by coming into contact with the other groups? What is happening today? What might happen in the future? To what extent was cooperation possible? Why did conflicts develop? How did competition contribute to independence? What was the nature of indigenous cultures in the Western Hemisphere at the time of the arrival of the Europeans? How did colonists' expectations change after they arrived in the New World?	Interaction Competition Conflict Values Value conflict Accommodation Social classes Cooperation Assimilation Diffusion Multiple causes
What challenges did the United States face in its early years? How were political, economic, and social problems addressed? Why is it right or wrong for one people or group to take ownership or control of another? How did the colonies react to European expectations? What expectations did European countries have of the developing nation? How did the citizens of this new nation address the matter of governance? How did Americans develop a sense of nationality? What were the internal conflicts that led to the Civil War? How did internal conflicts (conflicting values) lead to a Civil War?	Nationality Conflict Manifest Destiny Sectionalism States rights Alienation Abolitionism Federal form of government Frontier Slavery Nationalism Internal improvements Revolution Democracy Independence Constitution
What challenges did the United States face after the Civil War? How did different groups interact in post-Civil War America? How have minority groups and individuals influenced United States political, economic, social, and cultural growth? How did the emergence of cities affect life in the United States? What caused industrialization and large-scale business to develop in the first place? How did the United States respond to industrialization and development of large-scale business? What happened to agriculture during the last half of the nineteenth century?	Cultural diversity Achievement and aspiration Cultural pluralism Industrialization Labor movement Prejudice Business organization Urbanization Segregation Integration

Topics	Concepts/Key Ideas
Why is the United States sometimes called "A Nation of Immigrants?" Who immigrated to the United States? When did people come to the United States? Why did people come to the United States in the past and why are they coming now? What are some of the contributions that immigrants have made to the United States? How has the United States received immigrants?	Religious freedom Economic opportunity Political freedom Refugee Immigrant acculturation Steerage Ghetto
How have people in the United States been affected by their relationships with the rest of the world? Why did the United States initially select an isolationist foreign policy position and then change to that of world involvement? What are some of the positive and/or negative consequences of the United States becoming an international leader? How did other nations help or hinder the growth and development of the United States?	Cold war National interest National security International organizations (United Nations, NATO, OPEC) Sphere of interest Neutrality Imperialism Isolation Foreign aid Alliances
What changes and challenges has the United States faced in the twentieth century? How has the United States responded to specific challenges? What are the consequences of these decisions? What alternatives could the United States have selected? How important is education to the survival of our political system?	Social protest Boom and bust Depression and recession Unemployment Civil rights Minority groups Space race Watergate Suffrage Inflation Equity Arms race
Who writes history? Can we find history in our local community? How has the reporting of our history changed over the years? How have historians described Native Americans and other minorities in the history of our country? Would you say that these descriptions are based upon fact?	Frame of reference Censorship Historical sources Viewpoint Oral history Bias
What challenges is the United States likely to face in the twenty-first century? How will new technology influence our lifestyles? How will the changing roles of women and minorities influence life in the twenty-first century? Where do historians and others get information to write about our history?	National interests Aging population Equal opportunity Global community International human rights Employment and unemployment Limited resources Conflict resolution Famine Justice Energy Environment Immigration Inflation Technology Peace Life styles Women's rights

Grade 8 or 9
Introduction to the Social Studies and Citizenship

Course Description

This course can be organized by units based on the various social sciences and their application to the theme of community and citizenship. Civic education provides an opportunity to focus on citizenship in a democratic society while learning and applying the concepts and insights of the various social sciences. Citizenship is related to community membership and the idea that our communities stretch from the school and neighborhood to the state, nation, and world. The principles of government at all levels should be a key focus along with political activity, contemporary issues, the decision-making process, and the challenges faced by our institutions. The call to citizenship education as a key focus of the social studies is reason to go beyond the study of the nature of government toward the ideal of an involved, informed citizenry. Civic education today should explore opportunities for meaningful community-involvement experiences and emphasize participatory approaches that teach the skills of and commitment to civic involvement. This focus calls for special attention to local and state institutions and to contemporary affairs. The course serves as a foundation for future social studies learning and community membership.

Illustrative Objectives

Students will:

- become familiar with and be able to apply the knowledge and skills from the various social science disciplines and history;
- understand the role and function of our various social and political institutions at the local, state, national, and international levels;
- explain the principles of rule of law, legal limits of freedom, and majority rule with minority rights;
- identify the critical issues of our various communities and the challenges facing our social and economic institutions;
- analyze a local community issue in order to identify the different value positions and make a personal choice on the issue;
- demonstrate effective decision-making skills and apply them to important social problems;
- recognize important social problems and their relationship to their community and be willing to contribute to current and future civic affairs.

Methods and Activities

Citizenship education should not be textbook bound; the objects of study—the community and civic affairs—are as close at hand as the local community and school itself. The social studies classroom should be a "laboratory for democracy." Participatory experiences might include simulations, case studies, field studies, interview polls, action research, debates, position papers, mock elections or referenda, field trips, guest speakers, visits to local institutions, mock trials, election campaign work, community service activities and internships, and shadow experiences. The creation of a classroom constitution might bring learning close to home and lead to a discussion of the state and federal constitutions.

Current issues should receive a strong emphasis. Daily newspapers and weekly magazines should be used so that the program is timely, issue focused, and of maximum interest to students. The model used for the Wisconsin Student Caucus (available from the Wisconsin Council for the Social Studies) might be replicated to create a year-long current events and political involvement experience.

Grade 8 or 9

Topics	Concepts/Key Ideas
What are the social sciences? (The following questions should be applied to each of the social sciences.) What methods of study and what skills are employed by social scientists? How do the social sciences help us understand ourselves and our institutions? What careers are related to the social sciences?	Study and reasoning skills Sociology Anthropology Economics Psychology Logic Geography History Inquiry Political science Research
What is the nature of our democratic government at the local, state, and national levels? What are the powers and roles of the three branches of government at the local, state, and national levels? What are the principles of democracy? How do the principles of democracy affect the nature of our institutions and social and personal decision making? How do key documents such as the Constitution and Bill of Rights establish our freedoms and responsibilities? How does a bill become a law? How does the two-party system affect our democratic processes? How is a balance of power maintained in government? What is the role of the free press and media? How does our democratic form of government compare with alternative forms of government? How do the forms and functions of our local and state governments compare with the form and functions of our national government?	Government Constitution Legislative Executive Judicial Electoral college Checks and balances Representatives Cabinet Majority rule Separation of powers Totalitarian Separation of Church and State Judicial protection Veto Suffrage Republic Law Amendment Bureaucracy Political party Treaty Taxation Minority rights Communism Socialism Monarchy Judicial review Civil rights
What are the challenges and opportunities facing our local, state, national, and global communities today? What are several important local, state, and national issues which we face today? What is the background of each issue? Can we identify several possible solutions to each issue? How will decisions be made and who will make them? What are some of the formal and informal politicalprocesses by which individuals and groups can influence social change? What is an institution? How do economic and political issues influence the operation of our system of government? What insights might anthropologists, sociologists, and psychologists provide in understanding policy alternatives in the areas of minority rights and human dignity? What are some examples of change? How is change affecting our community and our political processes?	Stereotyping Human dignity School Decision making Policy Culture Equal opportunity Opportunity cost Industrialization Norms Family Minority Human rights Social change Continuity Issue Conflict Civil liberties Community Rights Institution Urbanization Affluence Poverty

Topics	Concepts/Key Ideas
What are the challenges and opportunities facing our local, state, national, and global communities today? *(continued)* What are some ways people cope with change? What are some civic and public services in which citizens can participate? How do governments endure equal opportunity in local communities?	
How do we provide for justice under the law in our society? How are the rights and responsibilities of women and men established? How are these rights and responsibilities changing? What crimes are of greatest concern to citizens in our community? How is due process guaranteed? What is the role of precedence in civil and criminal law? What is the logic of the adversary system? What is the role of the judge? What is the role and structure of our local courts and law enforcement agencies? How does the administration of justice in the United States compare with the administration of justice in other countries? What are causes of aggression? Should our community invest more money in the prevention of crime and the rehabilitation of criminals?	Rehabilitation Rights Responsibilities Conflict Resolution Due process Appeal Enforcement Jurisdiction Aggression Justice Prevention Civil law Precedent Rule of reason Fairness Advocate Delinquency Criminal law Equity
How do politics work in the real world? Who is responsible for making policy at the local, state, and national levels of government? How do politics and elections vary at the city council, state, and national levels? What is the role of political parties in our democratic process? What is the role of power, money, influence, special interest groups, and voters in politics? What is the role of the press and media? How can citizens participate in and influence political decisions? How would you describe practical politics at work in current legislative activity and in political campaigns at the local, state, and national levels? How would you describe the political nature of school boards? How do women participate in political activities?	District Constituency Politics Taxation Power and influence Parliamentary procedure Freedom of the press Political parties Liberal and conservative Campaign Patronage Communication Opinion poll Interest groups Concensus and compromise Taxation

Grade 8 or 9 *(continued)*

Topics	Concepts/Key Ideas
What can future studies tell us about our community life today and tomorrow? How will technology and global interdependence change the economy of our nation, world, and community? What kind of work will people do in the future? How will our environment influence the future? How do rising expectations influence people living in all parts of the world? To what degree is population growth a problem? In the future, will people face greater isolation or renewed connections? With what results? How is the changing role of women affecting society? What implication does an aging population have for our institutions? What hope is there for human rights and human dignity for all people? What education is likely to be essential to the vitality of democratic institutions and communities? How do people and institutions attempt to shape the future? What issues and questions from today are likely to be with us in the twenty-first century? How would we deal with these issues?	Causation Trend analysis Civic participation Bias Self-actualization Isolation Interdependence Technology Urbanization Affirmative action Rising expectations Scenario building Modeling Gender equity Worth Roles Genetics Institution Robotics Population Social welfare Minority Human dignity Comparable worth Market

Grade 9 or 10
World Studies

Course Description

World Studies investigates change and continuity in human societies. The course focuses on the development of selected cultures and civilizations from the earliest time to the present. This panoramic study of world history and world cultures features peoples and institutions from around the globe. In studying about world civilizations, students will examine these societies from historical and cultural perspectives in order to gain insight into the human experiences of different cultural groups in various settings and at different times throughout their history. Humans at each stage of civilization have built upon past experiences and have borrowed something from other cultures and societies. The course will include the study of selected topics and events in critical times and the people who influenced the course of history for good or evil.

The content included in World Studies is a key to literacy as students are introduced to great works that have enlightened humankind; grapple with troubling questions that have challenged humans throughout history; and examine social, political, and economic forces that have moved people and nations throughout the ages. Attention should be given to balancing the growth of ideas, religions, the arts, and education with other important historical and cultural developments. We highly recommend and strongly encourage that the course extend beyond the past into the present with a broad global dimension. Toward this end, we include a set of global study idea starters. We suggest an in-depth study of the global area using the thematic approach as opposed to a general survey. The idea starters for area studies may also serve as an excellent starting point in the design of advanced studies global education courses.

Illustrative Objectives

Students will:

- learn the major events and ways of life of selected cultures and nations;
- connect events of the past to the present by explaining change and continuity within and between cultures and civilizations;
- trace the development of key components of culture including religion, language, science, technology, and the arts;
- recognize similarities and differences among cultures and recognize patterns in the rise and decline of selected groups, civilizations, and nations;
- articulate the contributions of influential women and men throughout history;
- value the contributions of the arts and science to various cultures, civilizations, and nations;

- learn the skills related to historical inquiry that are needed for critical thinking;
- relate history and geography as selected factors that helped to shape cultures, civilizations, and nations throughout the world;
- show a growing curiosity and willingness to be a contributing member of society.

Methods and Activities

Students in World Studies should have numerous opportunities to develop and apply the academic-learning and social-participation skills learned previously. Since inquiry-oriented skills are emphasized, the use of a wide variety of materials in libraries and media centers is encouraged. Students should be asked to examine key questions and critical events from various perspectives through independent research and cooperative study. Classroom methodology should be varied so that students and teachers together can explore ideas and share knowledge and insights from ongoing learning. Students should be given opportunities to develop skills related to preparing and using timelines, genealogical tables, and diagrams; studying historical maps; viewing several forms of art; examining artifacts; interpreting historical and current graphics and illustrations; gathering and evaluating information from several sources; engaging in discussions; formulating and testing hypotheses; refining interviewing techniques; writing opinion reports; maintaining diaries; and other active learning assignments. Opportunities for interdisciplinary study with language arts, science, and the arts abound and should be explored in order to provide a humanities dimension to the coursework. Involvement with individuals and community organizations should be explored and encouraged. Throughout the World Studies course, students should learn about the often-ignored contributions of women and minority groups throughout history.

Grade 9 or 10

Topics	Concepts/Key Ideas
Why do we study history when we cannot know all the facts or fully understand peoples and their cultures? How do historians study continuity and change? What are the skills of historical inquiry and how are they applied? How do historians use questioning to seek insight into important issues? To what extent can we relate the past to the present and cause to consequence? How does learning from primary and secondary sources differ? How can timelines help to organize study and learning? How do anthropologists study different cultures? How has the study of archaeology and biological evolution helped us to learn about ancient civilizations? What has been the role of women throughout history? How have women been portrayed in history? How can the contributions of women in history be recognized?	Continuity and change Primary and secondary sources Cause and effect Critical analysis Sex and role stereotyping Synthesis Search Ethnocentrism Era
How can we explain the impact of the early civilizations, Greece, and Rome on our Western culture? What persistent questions and ways of thinking and wondering did the early philosophers pass on to us? What are the origins of our concepts of right and wrong? From where did our concepts of liberty and democracy come? What are the sources of our concepts of government and law? How have key thinkers from early civilizations influenced our modern institutions?	Institutions Religion Power Continuity Geography change Discovery and development Philosophy Interdependence Comparative value Tyranny Law Materialism Human dignity Dialogue Empire State Imperialism Democracy Economics
How can we trace transition and change through the medieval, Renaissance, Reformation, and revolutionary periods in Western Europe? What was the role of religion and the church in changing institutions? How did common women and men help shape the history of Europe? How can we explain the Renaissance of Western art, philosophy, science, and literature? What impact did the European Renaissance and Reformation have on the social, religious, economic, political, and cultural life of Western society? What were the immediate and long-term effects of expanding trade routes on the people of Europe and elsewhere? How did the American and French revolutions influence ideas and patterns of change for future societies?	Feudalism Religion Power of faith Loyalty Inquisition Reformation Trade Catholicism Class structure development Absolutism Isolation Ignorance Terrorism Violence Mercantilism Intolerance Revolution Humanism Reactionary Change Counter-change Conflict Radicalism (left and right) Serfdom Protest Social justice Capitalism

Grade 9 or 10 *(continued)*

Topics	Concepts/Key Ideas
How did the forces of nationalism, industrialism, imperialism, and militarism bring about changes in both the Western and non-Western world? What forces led to the development of nation states? How were exploration and colonialization influenced by the growth of capitalism and mercantilism? How did imperialism and colonialism help create exploitations, tensions, and confrontations that led to conflict in the world? How did the Industrial Revolution shape nations, cities, and lifestyles throughout the world? How has war, revolution, and conflict reshaped the power structure of the world? How can we explain the impact of competing ideologies such as communism and socialism on the world order? What efforts have been made to achieve world peace?	Science and society Invention and technology Industrialization Ethnocentrism Independence Power and politics Communication Comparative economic systems Diplomacy Imperialism Colonialism Technological change Nationalism Automation Peace War conflict Suffering Human rights Foreign affairs Socialism Communism Militarism Isolationism Totalitarianism Ethnocentrism Interdependence
What will our planet earth be like in the next year, decade, or century? What do people mean when they say the world has become like a global city or global village? What responsibilities do we have to others as individuals and as members of the larger society? Can we look forward to a world of improved human rights and dignity? How might today's technological change have the same impact on us as the Industrial Revolution on the past? What is the hope for disarmament and peace? What is the role of international organizations (UN, UNESCO, Amnesty International, and the Red Cross) in attempting to solve pressing world problems? What will the world of our children be like? How might the Information Age influence our behavior and values?	Global society Developed and developing nations Global citizenship Survival Planetary ecocide Human rights Global deadlines Self-interest War and peace Oppression Global interdependence Information Age Spaceship Earth Preservation of culture Foreign policy Technological change
How do the histories and cultures of African societies contribute to world history? (Teachers are encouraged to select three nations as a focus for this study, including Nigeria and South Africa; the third nation could be Tanzania, Algeria, Zaire,or Kenya.)* How has the environment affected agricultural, political, and industrial development in Africa? How can basic human values of family, kinship, concensus, problem solving, and equity be preserved in increasingly stratified societies?	Monotheism Land tenure Islam Land use Extended family Christianity One commodity economy Neocolonialism One-party democracy Colonialism Kinship Socialism Ethnicity Apartheid Refugees Concensus Oral tradition Economic dependency

**Note: Some teachers may decide to focus on one geographic area and study that area in depth. Questions related to five geographic areas (Africa, Asia, Latin America, Australia, and the Middle East) are suggested as starting points for further curriculum development. These questions may also be used for organizing ideas where area studies and/or global studies courses are offered as separate advanced courses.*

Topics	Concepts/Key Ideas
How do the histories and cultures of African societies contribute to world history? *(continued)* What are the cultural consequences of the slave trade in Africa and the New World? How have colonization, neocolonialism, and class development affected economics, politics, and culture in Africa? What are the contributions of African arts, music, and literature to the world? How do traditional African religions, Islam, and Christianity incorporate varying African values? How has the apartheid state of South Africa developed and sustained itself as an economic and political power? In the coming years, how will African nations individually or collectively address these issues: • Drought in the Sahel? • The disparity of economic development between the northern and southern hemisphere? • Resolving the question of Namibia? • Population growth? • Transitions from traditional economic systems to more developed economies? • Natural resource development? • The migration of peoples? • The influence of Western powers? What should be the nature of United States foreign policy toward Africa? How will the education of girls and women influence change in Africa?	
How has geography influenced the history and economic development of Asia? What are the major land-use patterns in Asia? How have they influenced population size,occupations, trade, and values? How are Asian cultural values reflected in art, literature, folklore, and religion? Why has Asia been considered a cultural crossroad? How have the political and economic interests of European nations and the United States influenced the course of Asian history? Why was Asia vulnerable to exploitation? What are some of the important and unique contributions of Asian nations to the rest of the world? What changes did World War II bring to Asia? Why was independence possible?	Dynasty Steppe Nomadic tribes Cultural revolution Foreign entanglements Standard of living Nuclear and extended family Habitat Communes Partition Modernization Over-population Cultural ecology Caste system Sphere of influence

Grade 9 or 10 *(continued)*

Topics	Concepts/Key Ideas
How has geography influenced the history and economic development of Asia? *(continued)* How has Asia dealt with pressures from the United States and the Soviet Union? What major changes have taken place in individual Asian countries? How have the changes influenced events in the United States, in Asia, and around the world? How is the role of women changing in Asia? What is the likely future of Hong Kong?	Dynasty Steppe Nomadic tribes Cultural revolution Foreign entanglements Standard of living Nuclear and extended family Habitat Communes Partition Modernization Over-population Cultural ecology Caste system Sphere of influence
What effects have geography and environment had on the development of cultures in Latin America (including South America, Central America, and the Caribbean)? What contributions have the ancient civilizations of Latin America made to the modern world? What has been the impact of Western European encroachment on the culture and religion of Latin America? How has the culture of Latin American been expressed artistically in its architecture, music, festivals, dance, crafts, literature, and murals? How does the culture of Latin America reflect the variety of origins of its people? How have the political insurrections and revolutions in Latin America's past history influenced current unrest and revolt? How may United States involvement in the internal affairs of Latin America be traced to the Monroe Doctrine? How have the United States and other world powers become involved in the economic and political systems of Latin America? How have the current political and economic problems of Latin America (inflation, high unemployment, unequal distribution of income, rising debts, social unrest, rising expectations, population increases, and civil wars) affected the United States and other nations in the world? What have been the traditional roles of women? How are opportunities for women changing? What has been the role of the church in Latin America and its development? How does the strategic location of Central America and the Caribbean influence its role in the world today?	Imperialism Indigenous people Exploitation Insurrection Barrios Sphere of influence Rural poverty Junta Revolution Folk art Land reform Refugees Dictatorship Superpower National development

Topics	Concepts/Key Ideas
Why is the Middle East referred to as the crossroads of three continents? What has been the influence of geography on the Middle East both in the past and at the present? How have the historic conflicts in the Middle East contributed to the shape of the world today? How did the European Crusades produce crises and opportunities in the Middle East? What role have the several religions and cultural groups played in the Middle East as forces for continuity and change? What role did the Middle East play in both eastern and western history What impact have Middle Eastern religions (Judaism, Christianity, Islam, and Zoroastrianism) had on Middle Eastern science, art, architecture, politics, culture, and ethnicity? What are some of the historical roots of the present crises in the Middle East? the Lebanese Civil War? Palestinian–Zionist impasse? Iran-Iraq war? What modern examples do we have in the Middle East of conflict between secular nationalism and religious universalism? What efforts have been made to achieve peace in the geographic region? How has the political and economic transformation of the Middle East brought about social and cultural change? What changes are currently underway and with what possible results on urbanization, status of women, increased educational opportunities, and Westernization vs. return to Islamic fundamentalism? What influences do nations and events outside the Middle East have on the region? How has the production of oil in the Middle East contributed to instability in the world? How did the establishment of Israel in 1948 change the political, social, military, and economic dynamics of the region? How can women contribute to political, social, economic, and cultural development of the Middle East?	Secular nationalism Zionism International trade Migration Shuttle diplomancy Justice and peace Kibbutz Religious universalism Pluralism Crusades Monotheism Homeland Alphabet Revolutionaries Existence

Grade 9 or 10 *(continued)*

Topics	Concepts/Key Ideas
Why did Australia and many of the South Pacific Islands remain unknown to much of the world for centuries? Why did the early explorers refer to this area as an "island paradise?" What are some unique geographic features of Australia, New Zealand, and the South Pacific islands? How have the oceans influenced a way of life? What animals, birds, vegetatation, resources, and agricultural crops are unique to this part of the world? How did the arrival of Europeans affect the aborigines? What is the current government policy concerning aborigines? What part has Australia and Oceania played in world affairs in the past and present? How did the colonial experience influence the development of such countries as Australia, New Zealand, Indonesia, Fiji, Papua-New Guinea, and others? During World War II, why were these areas strategically important to both the Allies and the Japanese? Why does the United States continue to govern the United States Trust Territories and other South Pacific islands? Why do other nations (Britain, France, and New Zealand) continue their presence in this geographic area? What similarities and differences exist among the major culture groups in this region in terms of housing, role of women, worship, lifestyles, and earning a living? What opportunities do women have for advancement in economic and political institutions? What changes are likely to occur in this part of the world in the coming years (economic development, population growth, immigration, modern- ization efforts, urban growth, food production, cultural exchange, trade, government services, rising expectations, contributions to international organizations, disease control and education)?	Aborigines Dominion Reefs Trust territory Self-government Culture clash Micronesia Maori Outback Commonwealth International date-line Atoll

Grades 10 and 11
(Model 1) 18th and 19th Century United States History and 20th Century United States History

Includes the Study of Local, State, and National Government in Both Grades 10 and 11

Course Description

The study of United States history focuses on the nature of change and continuity as forces in our society and helps students develop a national and world view necessary for making critical decisions concerning the future of our country. This chronological course provides for an indepth analysis of key events, people, and issues in United States history, with special emphasis on basic ideas and skills, such as cause-and-effect relationships, multiple causation of events, economic interdependence between world regions, use of historical evidence to solve problems, and development of a time perspective. A special feature of this course is the integration of important concepts related to the study of local, state, and national governments at several points in the course. The Constitutional period, key presidential elections, and major events in our history provide appropriate opportunities to develop a better understanding of the institution of government, participatory democracy, the importance of law, and the nature of political change in United States life.

Illustrative Objectives

Students will:

- identify ways that the introduction of different values and technologies such as tools, foods, and mediums of exchange influenced the existing native cultures in North America at the time of European settlement;
- trace trends, incidents, chronology, and concepts important to our nation's history and their relevance in everyday life;
- describe the major economic, military, and diplomatic events of the American Revolution and identify the prominent personalities, groups, and places associated with the conflict;
- explain how sectional differences and major social, economic, and political factors helped precipitate the Civil War;
- discuss the immediate and long-term social, political, and economic effects of the Civil War;
- describe the courses and impact of the westward settlement on the development of the United States character, the native populations, and the natural environment;
- explain how new forms of business organization including the corporations, pools, trusts, interlocking directorships, and holding companies were used by business leaders to develop new, large-scale industrial enterprises;

- trace the pattern of responses by individuals, groups, and the government to changing economic conditions;
- discuss major reasons for the formation of farm cooperatives;
- trace significant foreign policy decisions as the United States became a major world power;
- analyze the long-term effects of depression/recession experiences on United States mores, habits, values, and lifestyles;
- realize that each ethnic group in the United States population represents a blend of ancestral stocks and cultures that were at some stage of history ethnically distinct and/or geographically separate;
- interpret history through artifacts;
- compare and contrast credibility of differing accounts of the same historic event;
- continue to develop understandings, attitudes, and values relevant to responsible citizenship at local, state, national, and international levels;
- recognize the characteristics of the United States federal system of government as exemplified by the division of powers in the Constitution and that governmental authority is divided between the local, state, and national governments.

Methods and Activities

This two year sequence, which includes the study of local and state government, (see Appendix A), is presented in chronological order. Attention should be given to the total nature of the discipline of history including both descriptive and procedural knowledge. The descriptive knowledge for the United States History program is delineated in the following content outline. Procedural knowledge represents what people do when they investigate and write history. Concepts like fact, evidence, inference, perception, frame-of-reference, chronology, and cause-and-effect relationship should be taught within each unit.

Grade 10 emphasizes the history of our country during the 18th and 19th centuries while grade 11 focuses on the 20th century. Issues which are most relevant to this period should be emphasized. The encouragement of divergent thinking is important and students should be given ample opportunities to write reports, interpretations, term papers, book reports, etc. Students should also be given opportunities to work within small groups so that they can investigate and present ideas in situations that call for group decision making.

Grade 10 and 11

Topics	Concepts/Key Ideas
What is the nature of history? Why study history? What is a historian and how does the historian view society? What search skills and knowledge are necessary to study the United States, its heritage, and its challenges? What are key themes and on-going questions of United States history? How can we explain United States history in terms of eras and themes? What can the study of great people and great works teach us about history? How can we find history in our backyard as well as far away? How can the tracing of one's family tree and the migration of one's ancestors serve to illustrate the general concepts and conflicts of history? How can the study of history help a person make informed decisions and plan for the future?	Continuity and change Frame of reference Primary and secondary historical sources Cause and effect Dynamics of history Research Historiography Chronology
What were important parts of the culture of the first inhabitants of the American continents? What indigenous cultures inhabited the American continents before the fifteenth century? What events led to the arrival of European and African people on the American continents? How did environmental factors affect the various peoples who arrived on the American continents? What cultural differences existed among the various European and African groups and between all these groups and the Native Americans? How did cultural differences lead to conflict? What patterns of settlement and enculturation are evident in the history of our community? What are the major contributions of the Native Americans to the settlement and development of our nation? What examples of these contributions remain with us today?	Migration Environmental determinism Value conflict Adaptability Cultural exchange Slave trade Imperialism Religious freedom Land use and ownership
What events led to United States independence? What effect did early self-government experiences by the colonists have on the move to independence from England? What were major causes of the American Revolution? What principles were the colonists exercising? How popular was the move for independence among the colonists? In England? How did foreign governments and people view the American Revolution?	Nationalism Capitalism and mercantilism Federalism Declaration of Independence Constitution Slavery Democracy Compromise Revolution Territorial expansion

Grade 10 and 11 *(continued)*

Topics	Concepts/Key Ideas
What are the foundations of the United States political system? What were the Articles of Confederation? What important compromises were made at the Constitutional Convention? What are some key elements in our federal system? Why were many government powers reserved for the states? What is the Bill of Rights and why is it significant? How have the branches of government changed in their relationship to each other over the years? What are the early origins of our political parties? What tensions exist between the Declaration of Independence and the Consitution?	Political party Minority party Amendments Federalism Balance of power States rights Revolution Constitution Bureaucracy Justice Republic Democracy
What were the experiences of the new republic? What government policies and practices were established by our early presidents? How have they been extended today? How did democracy expand throughout the new nation? How did the early Industrial Revolution help to shape the United States? How did the United States relate to foreign powers? How did technological developments lead to sectionalism and change in United States attitudes and values? What early social reform efforts helped to shape our nation? How did literature and the arts help inform people about the need for social change?	Sectionalism Louisiana Purchase Mass production Federalist Internal improvements Industrialization Judicial review States' rights Monroe Doctrine Jacksonian democracy Compromise Trail of tears Democratic Tradition Nationalism
What is the significance of the frontier in the development of the American character? Have Americans romanticized the experience of westward migration? How do geography, land settlement , cultural conflict, and history interrelate? How does a frontier spirit continue in the United States today? How do literature and art reflect the culture of our historical eras? How has United States culture changed from seventeenth-century America to twentieth-century America? What examples of the frontier experience are available in the history of our community? In our families' histories? What is an American? How did the United States increase its size? How did our political system change as states were established?	Cultures in conflict Settlement and land use Art and literature National character Frontier hypothesis Myth and reality Expansion Exploitation Safety valve Social equality Institutions Lifestyles Tradition Manifest Destiny

Topics	Concepts/Key Ideas
How were the North and South different in their economies, social institutions, societies, population patterns, and attitudes toward slavery? What were major causes of the Civil War? How did the extension of slavery become a central issue between North and South? What steps were taken to settle the slavery question? What major ideas were important to the formation of the Republican Party? What effect did the Emancipation Proclamation have in the North? South? Other nations? What postwar problems could be anticipated for the national administration? How were the citizens of border communities affected by issues that surrounded the slavery debate?	Expansion Slavery Property Peculiar institution Slave revolts Union Abolition and Abolitionists Reconstruction Slave codes Emancipation Proclamation Secede Sectionalism Compromise Popular sovereignty
How was the United States transformed after the Civil War? What forces contributed to the continued industrial development of the nation? How did the changes in technology influence jobs, the role of the family, attitudes and values, sizes and shapes of communities, inventions? In what new ways were businesses organized? What happened to labor and their concerns? What happened to the farmer as the nation was becoming more and more industrialized? What important political changes were influencing our government? What was the Progressive Era and what did it contribute to the shape of United States life? What were the roots of World War I and why did the United States become involved in the conflict? Why was our involvement often considered a turning point in history?	Vertical and horizontal integration of business Transcontinental railroad Immigration Urbanization Corporations Expansion Social organizations Trusts cooperatives Isolation and involvement Labor movement Alienation Populist party League of Nations Entrepreneur Federal reserve system Political machines Cooperatives
What changes took place in postwar World War I United States? Why were Americans suspicious of anything foreign? With what consequences? What steps did women take to gain equity? What steps did ethnic groups take to gain equality? What social reforms were promoted? With what results? What economic weaknesses led to the Great Depression in the United States and abroad? What were the consequences of the Depression at home and abroad?	Black nationalism Great Depression Ku Klux Klan Normalcy Prohibition Prosperity New Deal "Boom/Bust"

Grade 10 and 11 *(continued)*

Topics	Concepts/Key Ideas
What changes took place in postwar United States? *(continued)*	Black nationalism Great Depression Ku Klux Klan Normalcy Labor movement Prohibition Prosperity New Deal "Boom/Bust"
How did events of the 1920s and 1930s gradually change United States attitudes toward events taking place in other parts of the world? How did the plethora of consumer goods (automobiles, radios, and gadgets) symbolize a false sense of prosperity? How did the New Deal reshape the role of local, state, and national governments? How was our community affected?	
How did the United States expand its interests and involvement around the world?	Holocaust Appeasement Isolation United Nations Totalitarianism Nonaggression pact Nazism "Undeclared war" Neutrality Good Neighbor Policy Japanese internment Fascism Atomic weapons Nuclear Age
How did our policies of isolation and neutrality influence events in Europe and Asia? How did the United States respond to these events? Why did the Allies make so many plans during the war about what was to take place after the war? What was the Nazi Holocaust? What meaning does it have for us today? How did fear during the war threaten the civil liberties of United States citizens? Could something similar happen today? What were the arguments for and against the use of the atomic bomb in World War II? Its use today? What changes in domestic life took place during the war? What opportunities became available for women and minorities?	
What new frontiers were developed in the United States after World War II?	Cold war Vietnam involvement Black power Affluent society Reaganomics Suburbs Civil disobedience Equal Rights Amendment (ERA) Federal deficits Social consciousness Conservative Liberal Consumer economy Culture United Nations Sputnik Containment Cults Inflation Stagflation McCarthyism Space Age Equality "Me-ism" Assassination Counter culture Civil Rights Gender gap Equity Baby boom
What were the major domestic challenges faced by the United States? How did the country respond to these challenges? What role has the United States taken in the world since World War II? In Europe? In Asia? In Latin America? In the Middle East? In Africa? Why is United States foreign policy variable? What international conflicts has the United States participated in since World War II? Which have been overt and which have been covert? How have American attitudes regarding war changed? How has the United States contributed to international organizations?	

Topics	Concepts/Key Ideas
What new frontiers were developed in the United States after World War II? *(continued)* What key actions shaped the civil rights movement and began a new era for minorities in this country? How did the struggle for equality in education, housing, voting, and jobs lead to violence and riots? How will the United States respond to the demands of minority groups in order to achieve equality of opportunity? What changes have occurred in the make-up and distribution of the U.S. population in recent years? What actions have recent presidents and the congress taken with regard to social program budgets, military expenditures, equity issues, taxes, inflation, employment, schools and education, agriculture? What issues and challenges does the United States face at the beginning of its third century and how are political institutions at the local, state, national, and international levels responding to these challenges?	Affirmative action Nonviolent resistence Megaopolis Segregation Minority group
What social changes have occurred in the United States since World War II? What role has the United States taken in world affairs since World War II? In what ways has the United States realized its vulnerability in dealing with other nations? What international conflicts has the United States taken an active part in since World War II? Which have been overt and which covert? What positive accomplishments has the United States made both internally and internationallysince World War II? What is the history of United States civil rights movements and what challenges remain? How is our community an example of global interdependence? How has the role of women in the labor force changed in the last 50 years? How have the ideals of the Declaration of Independence been implemented in United States society through changes in the Constitution? How has the concept of "federalism" changed over the last 200 years? How has the role of organized labor changed since World War II?	Conscientious objection National security Domino theory Cybernetics Civil disobedience McCarthyism Resistance Social consciousness Arms race Environmentalism Trade relations Revolution Technological unemployment Cold war Energy crisis National interest Space program Overt and covert military action Equity Political scandals Information Nonviolent Structural unemployment

Grade 11
(Model 2) United States History—Thematic Approach

Course Description

The study of United States history should help students recognize the nature and reality of change and continuity as forces in our society and help them develop an identity and world view appropriate to the times in which they live. High school students bring to this course an ability to ask questions and seek insights into the continuing importance to our nation and its institutions. With a focus on past events in economic, political, and social history, the course emphasizes the building of an historical perspective. While the course may be organized thematically or chronologically, the focus should be on the themes, issues, and questions that relate the past to the present and future. Students should become involved with history, questioning, wondering, and applying the historian's craft. The questions, trends, and themes that are used in this description are only a sampling of the organizers that might be used in a thematic approach to the study of United States history. Note: this program should continue the eighth grade course.

Illustrative Objectives:

Student will:

- gain insight, perspective, and commitment to United States democratic principles such as seeking justice and dignity for all;
- trace the impact of historical forces such as settlement, slavery, industrialism, and discrimination on the history of the United States;
- understand that cause and effect often defy simplistic explanations;
- appreciate the contributions of many diverse ethnic and minority groups to our cultural heritage;
- develop and apply the skills of the historian in reading, writing, questioning, and reflective thinking;
- apply a historical perspective in the study of current events and trends.

Methods and Activities

Students in this course confront important areas of historical inquiry and research. Using historical examples of events such as the impact of invention on technology and the role of dissent in expanding liberty, students should be able to move from the arena of events to the realms of ideas. Experience in focusing on questions and using resource materials such as a media collection, guest speakers, maps, and journals help in the development of effective thinking and problem-solving skills. In discussions and inquiries, students should learn to weigh evidence, withhold

judgment, and then draw and present conclusions. Group participation activities such as panel discussions, debates, and oral history projects teach students the skills of leadership, attention to task, effective interaction, and communication. The use of biographies, the arts, and literature are included to create a cultural and multidisciplinary dimension. Opportunities abound for social studies teachers to team teach and cooperate with language arts or fine arts teachers and pursue humanities approaches and themes in a year of United States studies.

The following topics represent several important areas of inquiry for the history student. However, teachers should develop their own set of topics using the questions and ideas listed here as examples. Important topics might include but are not limited to: the study of history; political themes (foundation and functions of United States government); economic themes (business cycles in United States history); United States lifestyles, values, and culture; war and peace; reform movements; industry, labor, agriculture, and our economic future; global involvement (economic, political, and cultural); and the future of the United States.

Grade 11

Topics	Concepts/Key Ideas
What is the nature of history? Why study history? What is an historian and how does he or she think about history and society? What research skills and knowledge are necessary to study the United States, its heritage, and its challenges? What are key themes and on-going questions of United States history? To what extent can we explain United States history in terms of eras and themes? What can the study of great people and great works teach us about history? Can we find history in our backyards as well as far away?	Continuity and change Frame of reference Historiography Dynamics of history Chronology Research Cause and effect Primary and secondary sources
How has technology changed the way Americans relate to each other and the land? Why might you agree or disagree with Fredrick Jackson Turner's frontier hypothesis of United States history? What is the relationship between technology and the types of work people do? What is the relationship between education and technology? How has technology given us more social and political freedom? Less freedom? How has technology influenced the United States Economic way of life? How might technology influence our future?	Technology Trade Agriculture Steam power Standard of living Railroad Industrial age Information age Interdependence Inventions Automobile Telephone Television Canals Nuclear power Environment Plow Agriculture
How have economic (business) cycles affected Americans? How have periods of business boom and bust affected different classes of people? What seems to be the major causes of economic downturns? Upturns? What relationship does the business cycle have with wars, elections, weather conditions, public attitudes and so forth? What does the business cycle of the United States look like from 1800 to the present? What is the relationship between the United States business cycle and world economic activities?	Business cycle Boom Inflation Supply and demand Fiscal policy Gross National Product Foreign exchange Credit Tariffs Capital investment Depression Consumer choice Global economy Economic upturn/ downturn Macro-economics Recession Cost-Push Unemployment Market price Stock market Monetary policy Government regulations Investment Real income Balance of trade Labor Economic trends Federal Reserve System Free market Production and distribution

Topics	Concepts/Key Ideas
How did the Industrial Revolution and the urbanization of United States affect our history? What were the origins of the Industrial Revolution? How did the Industrial Revolution lead to new ways of organizing business, labor, resource utilization, and life? What have inventors, entrepreneurs, and workers contributed to United States wealth? What have been the forces and impacts of urbanization? How did the Great Depression and other periods of economic turmoil shape our history? To what extent has prosperity been shared equitably? How does the United States economic system compare to alternative systems? How is our industrial economy changing and how is this change affecting the way we work and live? How is the changing role of women affecting the way we work and live? How can we enrich our understanding of the various periods of history by reading the literature of the times? What role did labor unions play in the industrial growth of the United States?	Invention Technology Socialism Urbanization Work ethic Prosperity Poverty Resources Transportation Unionization Specialization Distribution of wealth Social welfare Communism Interdependence Industrialization Organized labor
How have our lifestyles and values changed from the eighteenth to the twenty-first century? How have the changing income levels of Americans modified their perception of how life should be lived? What is the relationship between class (social/economic) and attitudes about political,economic, and social issues and public policies? What items of culture do Americans hold in common (history, media, technology, education)? To what extent is it necessary that a society have a common culture? What role has religion played in shaping values of individuals in the United States? What role has sports and popular art played in United States culture? What views of United States culture are held by others in the world? What is the American Dream and do all Americans have access to it? What is the relationship between how and where people live? What are America's frontiers today? What can we learn about history through the literature, art, and music of the times? Why has there been conflict between and among various ethnic and racial groups? How has the United States viewed minorities?	Lifestyle Status Income Standard of living Standard of life Women's movement New-age technology Culture Technology Religion Popular culture American dreams Minorities Frontier Distribution of wealth Values Role Work Recreation Underclass Education Movies and TV Art and music Literature World view Sports Print media Urbanization Baby boom Life expectancy

Grade 11 *(continued)*

Topics	Concepts/Key Ideas
How have our lifestyles and values changed from the eighteenth to the twenty-first century? *(continued)* What has been the treatment of Native Americans throughout our history? Why were most of the treaties between the United States government and the Indian nations violated and broken? How can we recognize the cultural heritage, traditions, and contributions of our ethnic and racial populations? How have women contributed to the development of our country? How are they likely to contribute in the future? How are the immigrants of the 1970's and 1980's different from those who came earlier?	
What are the key aspects of the United States system of democratic government and politics and how are they changing? What can famous documents from our political history teach us? What are the organizing principles of democratic government and how have our views and application of these ideas changed over time? How have the relative roles of the three branches of government changed over time? What is the nature and role of our state and local governments within the federal system? What is the history of justice in the United States? Are we looking at a time when state and local governments will have more influence on our communities? Why or why not? How does the economic condition of the country influence political activities such as elections, passage of laws, and judicial review?	Revolution Constitution Amendments Federalism Legislative Executive Judicial Checks and balances Republic Declaration of Independence Justice Due process Rights Responsibilities Election Law Equal rights Political party Sectionalism States' rights Democracy
What role has protest and reform played in shaping the course of our history? How has immigration changed the nature of the republic? How has immigration affected the economy of the United States? What is the melting pot theory and how did it affect public policy in education and business? How have such forces as slavery, discrimination, and prejudice sparked protest and reform movements? With what results? How have Americans reacted to inequality and injustice? What is the history of suffrage and enfranchisement in the United States? To what extent can we trace the history of rights and opportunities afforded our minority groups?	Economic justice Political spectrum Reform Civil disobedience Enfranchisement Civil rights Suffrage Dissent Protest Abolition Immigration Compromise Minority group Civil War Cultural Social welfare Pluralism Populism Progressivism Radicalism

Topics	Concepts/Key Ideas
What role has protest and reform played in shaping the course of our history? *(continued)* How did reform movements such as the Populist and Progressive reshape political and social institutions? How did famous reformers such as Thomas Jefferson, Abraham Lincoln, Robert LaFollette, Theodore Roosevelt, Jane Hull, Susan B. Anthony, Elizabeth Stanton, and Martin Luther King shape reform movements? Were the protests of the 1960s different from earlier protests? What areas of public policy need changing?	
What has been the impact of conflict, aggression, and war on United States history? What have been the key sources of conflict, war, and aggression? Why have some conflicts been resolved peaceably while others have been the source of depression and war? What wars has the United States fought and how have they changed the course of our history? What technological advances have come about because of war? What have been the results of international conflict? What are the challenges to peace today?	Aggression Balance of power Mass destruction Genocide Nationalism Neutrality Guerilla warfare Peace Imperialism Hostility Violence Pacifism Total war Limited war Patriotism
What role should the United States play in world affairs? What effect has immigration, minority groups, and ethnic identity had on United States culture? How can we explain alternating periods of involvement and isolationism in world affairs? To what extent does the fear and hope of war and peace dictate foreign involvement or non-involvement? What is diplomacy and how does it assist in avoiding conflict? How has the Cold War shaped our recent history? What impact is increasing interdependence and instant communication having on the United States economy and world affairs? To what extent is there hope for peace and human dignity for all people? How has the United States contributed to the United Nations and other international bodies? What relationships exist between United States foreign policy and economic well-being? What global challenges must be faced by the people of the world? Can these challenges be resolved without international cooperation? Why? Why not? What have been the contributions of women to our military efforts? How have women contributed to various peace efforts?	Cultural diversity Intervention Interdependence National security Sphere of influence Immigration Containment Imperialism Diplomacy War United Nations Cold war Trade Treaty

Grades 9-12
Advanced Studies/Investigations in the Social Sciences

Course Description

Advanced studies classes should provide an introductory overview of individual disciplines or area of study. The basic concepts and major issues in each subject area should be delineated. In addition, these courses should provide an in-depth investigation of some aspect(s) of the discipline or area of study. This investigation should enable students to understand the frame of reference, research strategies, and investigative tools used by these specific disciplines to solve problems and develop new knowledge. Those teaching the advanced studies courses may find it useful to refer to the goal descriptors for each of the disciplines and some of the areas of study, which are available from the Publications Office at the Department of Public Instruction (see Appendix D).

The following brief descriptions indicate the wide range of courses offered in Wisconsin high schools. No schools are able to provide the full spectrum listed below; however, quality social studies programs will provide opportunities for developing the knowledge, skills and perspectives of several of the options here listed. The courses may be offered for students in grades 9-12.

Illustrative Objectives

Students will:

- identify and define the basic concepts of the discipline or area of study;
- state the basic human questions addressed through the discipline or area of study and seek applications to effective citizenship in our various communities;
- describe the way people involved in this discipline or area of study conduct research to gain new knowledge;
- identify the basic findings and dilemmas of a particular discipline or area of study;
- recognize conflicting viewpoints within the discipline or area of study;
- evaluate the research findings and make judgements regarding their usefulness in personal decision making and social policy.

Advanced Studies

Anthropology: Anthropology is the study of the human organism and human societies. The basic principle of anthropology is that human behavior and institutions are shaped by the interactions of biological, ecological, and cultural-traditional factors. Anthropology can cover either

general anthropology (investigating all three factors) or concentrate on cultural anthropology. A general anthropology course will include material on the evolution of primates, race, prehistory, and principles of culture, with cross-cultural comparisons. A cultural anthropology course will focus on contemporary and historic societies, discussing universals of human culture and factors influencing cultural diversity. The concept of culture areas, drawing together cultural ecology and historical relationships may be used to structure such a course. Another approach could be through discussion of basic human needs and how they are met in selected societies. An approach closer to the humanities could emphasize the dominance of symbols in human life, studying selected societies in terms of the dominant ideology and value system of each, with their principal symbols. Such an approach should bring in the ecological background of each society, since the hallmark of anthropology is the holistic perspective, that is, the interrelation between humans' organic nature, geographic setting, societal structure, and ideology.

Area Studies: Area studies courses are often a blend of anthropology, cultural history, and a study of the humanities originating from a region. These courses should provide students with a general understanding of the views, icons, primary values, significant historical events, and cultural imperatives of the persons inhabiting the area. Ideally, this course offers a focused synthesis of a broad range of social science concepts and principles through rigorous study of a region of the world. Additionally, area studies experiences tend to help students recognize a diversity of values, views, and personal relations.

Community Service: Community service courses offer students the opportunity to gain practical experiences in a variety of community settings. Under the guidance of the teacher and a community resource person, the student has an opportunity to learn new skills and information, apply previously acquired knowledge, and gain valuable personal experiences. Throughout the course, students should continue to meet regularly with the teacher and other students enrolled in the course.

Economics: Economics is the study of how individuals and societies decide how to use scarce resources in order to satisfy their unlimited wants. Concepts that develop out of scarcity should include supply-and-demand relationships, the business cycle, social costs and social goods, values and characteristics of command and market systems, the role of fiscal and monetary policy in our present-day economy, and the impact of international trade on all countries. Students should study the ideas of the well-known economists of the nineteenth and twentieth centuries. Students should also gain an appreciation for the fact that they are responsible for contributing to society through business organizations and labor groups as producers as well as through their decisions as consumers. To assist students in becoming informed decision makers, they should be introduced to such skills as analyzing issues, making rational decisions,

interpreting economic data found in graphs and charts, and estimating future trends and outcomes.

Environmental Issues: A course in which students study environmental issues should help prepare them to carry out the responsibilities closely associated with the rights and responsibilities of citizenship. In such a course, students should have an opportunity to develop the skills needed to investigate and resolve environmental issues and problems, and to be involved in an active problem-solving process dealing with the environmental issues and problems of their own community. Alternative views should be included in these activities and the teacher should maintain a position of objectivity.

Futuristic Studies: This course should introduce students to the issues and procedures of studying the future. Students should examine extensions of major problems we currently face and be able to identify second- and third-order consequences of these issues. In addition, emerging dilemmas should be studied. The basic techniques of scenario building, matrix analysis, and other common tools for studying the future should be a part of a futuristic studies course. One goal is to develop the attitude that individuals and groups influence future events through their day-to-day choices. We can, at least in part, shape our futture through reasoned and informed actions.

Humanities: The humanities are concerned with people's attempts to express the ideas, emotions, and feelings that contribute to our sense of being human. These efforts of expression and improvement can be clustered in two spheres: our attempts to become more perfect individuals and our attempts to create more perfect human institutions and societies. Effective humanities classes combine history, literature, art, music, language, drama, and philosophy in the examination of the major ideas of truth, power, love, beauty, justice, freedom, death, work, and the search for purpose in human life.

Law-Related Education: A course in law-related education should promote student understanding of society and its system of laws. Effective law-related education courses should help students understand how the law affects our everyday lives, develop those critical-thinking abilities that a study of law and society can facilitate, and understand the underlying values of our legal/civic structures and behaviors. Law-related education strives to promote citizenship through experiences that provide students with an ever-increasing understanding of the substance and process of the law.

Minorities in U.S. Society: The Minorities in United States Society course should give students and opportunity to examine the many contributions of the various cultural, ethnic, and religious and other minority groups included in contemporary United States society. Students should study the social forces that affect a minority group's ability to enter and

fully participate in the mainstream of United States life. Students should be encouraged to examine their attitudes and those of the society regarding the positive consequences of living in a culturally diverse society as well as the negative effects of discrimination, stereotyping, racism, sexism, and prejudice. The perspectives and activities provided by this course should lead to more enlightened attitudes toward various ethnic and cultural groups and those with special needs and talents. Students should also study the role of women and their contributions to the United States.

Philosophy: This course should introduce students to basic philosophical concepts of ancient, medieval, and modern times as well as the importance of sound and valid reasoning. The common procedures of logic, sound reasoning, and common fallacies should be discussed along with some of the basic human questions and issues that have been examined throughout the ages. This course should foster a critical, questioning attitude about human aims and meaning. Examples of topics included in such a program include ethnics, aesthetics, logic, and metaphysics.

Political Science: In political science, students should receive an overview of government through the study of the United States Constitution and the federal system of government. As students come to understand the law making and modifying process as well as the interpretative nature of the Constitution, they can gain insight into the ability of our system to adjust to changing times. The structure (executive, legislative, and judicial branches) and the relationships between the national, state, county, and city governments should be studied carefully. Students should examine social legislation, the United States in world affairs, federal and states' rights, and the role and function of political parties. The growth of government, the philosophy of the democratic process, and the obligations of citizens should be thoroughly explored. In addition, some time should be spent discussing governments in other countries and the role of international agencies.

Psychology: Psychology at the high school level is an introductory course enabling students to gain knowledge of such topics as perception, motivation, emotion, memory and thought, the brain and behavior, altered states of consciousness (sleep, dreams, and hypnosis), conflict and stress, development, personality, abnormal behavior, therapy and change, and experimentation. A psychology course can help students better understand themselves and others.

Religious Studies: Religious studies deal with the way human beings interpret the universe and define the concepts of supernatural, human conduct, meaning, and interpersonal relations. Religious studies can be organized for high school instruction in at least three different, yet interrelated, ways: special units, separate courses, and inclusion in other disciplines. School districts wishing to design and implement a course in religious studies are encouraged to obtain a copy of *Religious Studies*

Guidelines (Bulletin No. 2385) from the Wisconsin Department of Public Instruction.

Science, Technology, and Society: A course dealing with science, technology, and society should help students understand the human consequences of scientific advances and technological change. Students need to develop a reasoned response to the cornucopia of opportunities and challenges provided by our ever-expanding technology. The content of courses in this area might be topical in nature , focusing on one or two critical issues, or it might provide a general overview of the effects of science and technology on society. Students should come to view the application of science and technology as a phenomenon that alters their options. Moreover, because science and technology expand our ability to make changes in our environment and human life itself, we must become more knowledgeable and prudent in our uses of technology.

Social Issues of Teenage Life: Social Issues of Teenage Life is a course built around the joys, frustrations, and challenges in the social lives of its students. It is based on the assumption that the social studies have a responsibility to help students develop analytical, communicative, and social skills necessary to live more effectively with others and themselves.

Drawing on the concepts, vocabulary, and perspectives of many social science disciplines, the course looks at immediate, practical social problems facing virtually every student in the classroom: peer pressure, sibling rivalry, parents, dating, drugs, divorce, sex, insecurity, interpersonal conflict, the limitations of ambiguous social roles, increasing independence, greater consequences for inappropriate behavior, and goal setting.

Various teaching and learning strategies such as diaries, readings, audio-visual presentations, speakers, role-playing situations, novels, written assignments, and discussions aid students' attempt to determine who they are, how they got that way, what they want to become, and how they can achieve their goals.

Social Issues of teenage Life provides an intellectual framework for making the teenage years more comprehensive and less frustrating. Its experiential learning exercises give students a chance to practice social and assertiveness skills that will enable many of them to cope with the predictable problems of the teenage years in more thoughtful and self-confident ways.

Social Mathematics: Social Mathematics is a course that addresses the application of statistics, probability, and computer science to social phenomena. The content of this course should enable students to collect and organize data into tables, charts, and graphs; read tables, charts, and graphs; understand relations and functions; use central tendency and dispersion measures; understand simple probability statements; use statistics in decision making; and use the computer in personal and social decision making. Social mathematics highlights the role of probability and statistics in everyday life, the concepts needed to interpret problems

involving probability and statistics, and an appreciation for the significant role of probability and statistics in social decision making.

Social Problems and Problems of Democracy: This course deals with the persistent social, economic, and political problems of concern to citizens today. Population growth, crime, prejudice and discrimination, environmental quality, honesty in government are examples of possible problems for study. This course should describe how individuals, social institutions, and governments attempt to understand and deal with recurring and emerging human problems. Students should also understand how the various disciplines can provide insights and alternatives to vexing human problems.

Sociology: Sociology is designed to introduce students to the scientific study of human groups and the social environments they create. Since citizens in a democratic society must contribute to the decision-making process, this course is designed to develop the skills needed in problem analysis. Specifically, facets of the scientific method (data collection, collation, formulating hypotheses, and experimental testing of hypotheses) and their application to social problems are stressed. The study of groups, social institutions, processes of social change, and analysis of contemporary social problems should be included in this course.

World Geography and Global Studies: World geography is designed to build upon geographic concepts and skills acquired at earlier grade levels. In the first part of the course, the students should acquire an understanding of the earth's physical (land forms, water, soil, climate) and cultural (ideas and things devised by humans) features, their areal arrangements and interrelationships, and the forces that affect them. A subsequent study of selected cultural regions introduces students to the various ways people have coped with the limitations and opportunities of their physical surroundings. Additionally, this course should help students understand the interdependent nature of life and human aspirations on earth. Typically units include the physical world, sources of knowledge of the world, maps and globes, and the concept of culture region, (Latin American culture regions, African culture regions, Asian culture regions).

3

Thinking and Reasoning as Educational Objectives

The unexamined life is not worth living.
–Socrates

Since the recent back-to-the-basics movement in education, a great deal of national interest and concern has focused on skill development, and social studies educators have been particularly preoccupied with the relationship of their instructional programs to student competencies in basic skill areas (Kurfman and Newmann, et al). While these efforts are extremely important, many teachers and curriculum developers share a serious concern regarding the lack of coordination of skills toward a common objective. To be sure, topics such as "problem solving" and "decision making" seem to point to a common objective, but little systematic attention is given, for example, to the relationship between "decision making" and other basic skill objectives such as hypothesis formation and testing. Skills are, for the most part, taught in isolation and often result in program fragmentation and inefficient use of learning time.

Here we explore one way of bringing skills together and pointing them toward a common goal of thinking and reasoning.

A large number of objectives in all subject areas include some attribute of reasoning without giving any attention to a complete curriculum strategy to attain this objective. Even a cursory examination of curriculum materials in areas such as reading, social studies, mathematics, science, or language arts suggest a number of objectives that call upon the learner to "compare and contrast," "determine cause-effect relationships," "detect or perceive specious logic or reasoning," "infer a reasonable conclusion," and "develop a generalization based upon examination of given data." Reasoning skills may not only cut across subject areas, but in some cases, even across language or culture (Moffett and Wegner). Yet, present attention to instruction in a comprehensive and coordinated set of skills that lead to reasoning is tangential at best to the social studies curriculum area. But times are changing. Perhaps the most dynamic trend within and between the various disciplines of the school curriculum is intense dialogue and research into the central role of thinking and reasoning in learning. The age-old wisdom that the heart of learning is a search for meaning is enjoying a renaissance. The challenge is to focus on thinking as a central goal and invent and apply strategies throughout the curriculum using a planned and comprehensive, rather than accidental, approach.

The challenge is to focus on thinking as a central goal and invent and apply strategies throughout the curriculum using a planned and comprehensive, rather than accidental, approach.

Reasoning Abilities

Reasoning abilities are not merely a function of intellectual development. To be sure, children learn to classify, abstract, and perform the mental tasks required of processes from Piaget's binary operations sets through his state of formal operations. To some degree, they grow into

"an ability to conceptualize, to generalize, and to hypothesize." However, those reasoning abilities that do develop as a general function of cognitive maturing are not refined without conscious instruction (Lockhead and Clement). The subtlety, nuance, and sharpness of reasoning do not just happen. It appears unlikely, for instance, that learners will develop on their own the ability to detect fallacious conclusions in a deductive mode given reasonable premises (Ennis and Paulus). For example, the ability to discern and use varying senses of "because" is not present in many adults and older students suggesting an inability to reason effectively in either formal or informal situations (Klein). "Because" can be used to establish a cause/effect relationship, to show a justification for knowing, or as a tautology (definition). We might casually say, "John failed the exam because he did not study." As a justification for knowing, we might say, "Alice is not in school because we saw her downtown." As a tautology, we could assert, "She is a doctor because she has an M.D. degree." All uses of the word become extremely important in coping with human discourse. Other evidence also shows that learners in neither concrete operations nor the state of formal reasoning commonly are able to distinguish between a necessary and sufficient conditional (Shapiro and O'Brien). Also, a majority of high school twelfth graders do not perceive the restriction of antecedent-consequent relationships in causal assertions, and reasoning in the deductive modes continues to plague learners right through adulthood (Ennis and Paulus).

A conscious and formal commitment to the teaching of reasoning is crucial.

A conscious and formal commitment to the teaching of reasoning is crucial. Yet, this is not attended to in a serious and systematic fashion in either commercially prepared materials or in locally developed curricula. A review of currently available materials reveals almost a complete lack of attention to the structured development of reasoning (Roberge). Activities in classification are to be found, but they are scattered throughout many reading programs and in some science materials. Seriation or ordering skills are addressed in some social studies programs and in selected composition materials. Spatial relationships are introduced in some geography programs. Attention is given to inductive and deductive processes in only varying degrees in most subject areas.

Reasoning Seen in a Time Frame

Reasoning must always be seen within a particular time frame. Reasoning in the tenth century was certainly different from reasoning during the Enlightenment. Different times have their unique thought patterns, and we should note at the beginning that our patterns for thinking are time bound. In a very broad sense, reasoning (as the term is used here) may be thought of as trying to reach a conclusion about some event, action, object, or idea. More often than not, reasoning takes place unconsciously. The young child who finally concludes that touching a hot burner on the stove will result in pain or that striking a suspended mobile will cause it to move is using reasoning skills. Over time these skills

become internalized, causing the individual to alter, maintain, or adopt certain behaviors.

For adults, reasoning processes are normally of two sorts, inductive or deductive. (Very young children, according to developmental psychologists such as Piaget, reason neither inductively nor deductively, but rather "transductively." That is, they reason by association. The mere presence of one thing or event is enough to presume a cause of another. "Clouds pushed the sun across the sky" or "the wind makes the clouds" are cases in point.) In both cases, a conclusion is drawn from the evidence of previously stated or observed data. The one basic difference between the two forms of reasoning is that in inductive reasoning, the extrapolation or "inductive leap" is made. If X + Y appears together 100 times and Z results, it may be safe to say that X + Y when appearing together in this order will lead to Z. However, it is always a probability inference with some chance that some other result will occur. We are all willing to infer that the people we meet on the street will be wearing clothing, and we feel comfortable with that conclusion in spite of the fact that we might stumble across someone who is naked. Thus, in an inductive argument the conclusion is at most only logically probable, not necessary.

With deductive reasoning, though, the conclusion is a necessary one if the observations are all true or accurate and if one has used a proper deductive form. If one says, "If the sun shines, we will have a picnic," and, in fact, the sun does shine, then one may infer that there will be a picnic, barring some unforeseen circumstance. In other words, in deductive arguments, true observations necessarily entail a particular conclusion.

In order to be an effective thinker, one should be aware of the nature and structure of both inductive and deductive conclusions as well as analogical arguments. The latter are based upon analogy (the existence of a correspondence between the members of pairs or sets of linguistic forms that serves as a basis for the creation of another form). Such conclusions work to reinforce each other. The more effective thinker consciously uses all three in everyday actions, personal discourse, and in every appropriate context. But the ability to think effectively or to use reasoning processes presupposes fundamental cognitive skills. Skills in observation, classification, seriation, and spatial relationships, for example, are involved in all deductive and inductive arguments. These skills do not just evolve naturally over the years in all children. They must be learned, and along with other skills, they must be taught in relationship to each other.

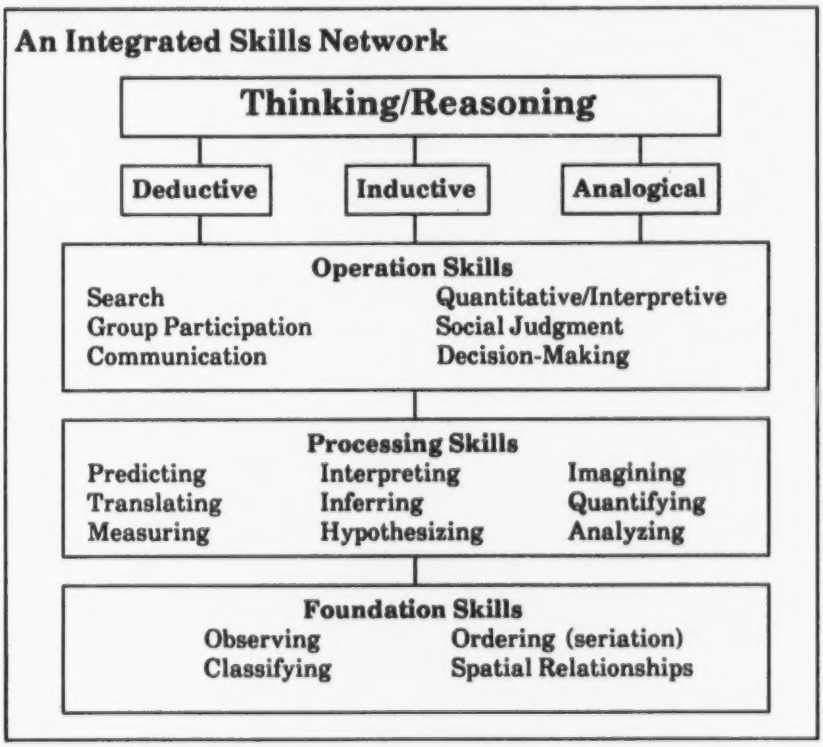
An Integrated Skills Network

It would seem that if the social studies curriculum could address skills in a direct and coordinated way, it would make a significant contribution to the objective of reasoning. But how can we organize and teach something that is so pervasive as reasoning?

One method of teaching reasoning is to develop a network of skills that are essential to reasoning and organized to lead to the goal of reasoning. Such a network rests on the assumption that reasoning is a function of a combination of skill competencies, each of which first must be mastered. For example, the ability to infer includes and depends on the ability to classify. Hence, a student must first master classifying before attempting infering.

The skills network offered here has three major levels. The foundational level includes observing, classifying, ordering (seriation), and spatial relationships. The second level is processing skills and includes infering, predicting, translating, analyzing, measuring, imagining, interpreting, quantifying and hypothesizing. The third level is operational skills, including search, group participation, communication, quantitative/interpretive social judgment, and decision making. As teachers use social studies processes they will begin to see that each level depends on the previous and that together the skills move students toward the goal of reasoning (see figure 7).

Figure 7



The umbrella of the "Integrated Skills Network" is thinking and reasoning. While logic and ethics in Western thought emphasizes inductive, deductive, and analogical reasoning modes, the network also makes use of other creative thinking processes. The following components of "An Integrated Skills Network for the Social Studies" are defined so that the

interrelationships among the several social studies skills, operations (activities), and thinking and reasoning are made evident.

Foundation Skills

Foundation skills are basic to the performance of more complex processes and skills. All thinking and reasoning skills build on the ability to observe, classify, order, and place items in space.

Observing. Observations can be made in a variety of ways using all of the senses. Quality and quantity may be noted. When observations are made as one step in inference, precision is critical. Observations are influenced by perspective and experience.

Classifying. To classify is to group according to an established criteria, based upon observable similarities and differences. Objects, events, people, and phenomena are placed in sets or compared and contrasted.

Ordering (seriation). Items, events, or phenomena can be placed in sequence or arranged according to time, size, quantity, quality, and so forth.

Spatial relationships. Spatial relationships deal with the location of items relative to each other. Concepts such as directionality, pattern, size, width, length, and location are applied when describing spatial relationships.

Processing Skills

Processing skills are those relied upon to give meaning to data. They build upon the foundation skills and are used in combination with each other. The process of imagining is included as a way of recognizing that thinking and reasoning draw upon the full range of intellectual processes.

Predicting. Predicting is the formulation of likely outcomes or estimations of what is likely to follow. It relies heavily on ordering and inference.

Translating. Translating takes something with meaning and puts it into a new and perhaps more usable or meaningful form.

Measuring. Measuring involves finding the size, quantity, extent, capacity, or other amount of something either by comparison or by the use of an established standard unit. The greater the accuracy, the greater the validity of conclusions.

Quantifying. Quantifying is a form of translating data into a mathematical form. Quantifying frequently permits advanced precision, manipulation, and presentation of data.

Interpreting. Interpreting gives data meaning. Interpretations are subject to revision and refinement in the light of new data or new perspectives.

Analyzing. Analyzing subjects parts of the whole to investigation about their nature and relationship to each other. Analyzing is a critical step in questioning and hypothesizing.

Inferring. Inferring draws tentative conclusions about what is not directly or immediately observable. Inferring requires evaluation and judgment in order to establish an implication or probability.

Hypothesizing. Hypothesizing states a tentative theory or supposition. It is an inference or prediction drawn from data and is provisionally adopted to explain certain facts or phenomena and to guide investigations. Questions, predictions, definitions, and models are used in hypothesizing.

Imagining. Imagining is the act of forming mental images or conceptualizations through creative thought-a mental synthesis of new ideas from elements experienced separately. It draws upon both rational powers (as defined here) and the powers of association such as analogy and metaphor.

Operations

Basic social studies operations or activity categories become a key focus of skills work in the social studies program. It is important to realize that operations are activities that draw on the foundation and processing skills in learned patterns. Thus, operations are the organized activities and strategies that can help develop and apply thinking. In a very real sense, we are looking for organized, rather than mindless and disconnected application of reasoning processes. At all levels, students should be developing their ability to work with these basic operations. Following each brief discussion of the operations are several ways teachers are able to help students learn and practice operating skills.

Searching: Searching is the purposeful process of asking questions, gathering data, making interpretations, judging relevancy and sufficiency, brainstorming alternatives, seeking answers, and drawing conclusions. In short, it is the inquiry process. In the social studies, searching is a constant focus as decisions, issues, questions, and dilemmas are addressed. Searching becomes more formal as students mature and as they are called upon to prepare oral and written presentations.

- Ask thoughtful questions; real inquiry requires factual, interpretive, or evaluative questions.

- Read, gather, observe, and organize information from a multiplicity of sources.
  - Design investigations and set purpose
  - Use the Dewey decimal system, *Readers Guide*, on-line databases, computerized searches, speciality libraries, interlibrary loan, WISCAT, and other information cataloging systems
  - Locate and use reference materials and data sources productively
  - Read critically and analytically to predict, seek answers, skim for information, and analyze points of view
  - Recognize main ideas, note unusual information, check definitions and terms, select most relevant information, and paraphrase
  - Search for missing information or supportive ideas
  - Survey, experiment, observe, poll, and interview to gather data
  - Record sources of information and develop notetaking and outlining systems
  - Evaluate sources of information
- Develop, consider, and evaluate alternatives.
  - Brainstorm ideas
  - Identify and interpret basic premises and theses
  - Identify and interpret cause-and-effect relationships
  - Distinguish fact from opinion
  - Compare, contrast, and classify to recognize similarities and differences
  - Recognize and judge bias, emotion, and motivation
  - Examine the impact of values, attitudes, and beliefs
  - Cross-reference ideas
  - Judge the integrity of sources
  - Analyze costs, benefits, and consequences of alternatives
  - Assess positions of supporters and opponents
  - Consider the decision-making process and inherent political processes
- Draw conclusions, make decisions, design presentations, take action, evaluate action, and modify the decision if necessary.
  - Prepare oral and written reports and presentations
  - Develop introduction, body, and conclusions to make a presentation of an original work
  - Work cooperatively to prepare reports and presentations
  - Substantiate ideas using gathered data and logic
  - Edit and modify ideas based on feedback
  - Use quotations and citation of sources
  - Strive for good form, good grammar, and academic charm
  - Design an action plan and follow-up evaluation as appropriate

Group Participation. Group participation operations are those methods used by people as they interrelate and cooperate in accomplishing a task. The individual contributes to and receives from the group. Students and citizens have a responsibility to relate effectively as they function in groups, be they communities, families, religious institutions, business institutions, school classes, civic/social organizations, or peer groups.

Leadership, effective interaction, and participation skills are fundamental to the social studies program. The classroom and school should provide abundant opportunities to develop and practice group participation.

- Define the task and design strategies for work.
- Take turns, follow directions, share responsibility, be considerate of others, and show enthusiasm for the task.
- Contribute to discussion in large and small groups.
- Listen to and be considerate of people's contributions and points of view.
- Draw on experiences, contribute ideas and effort, and design solutions to problems.
- Give and accept constructive criticism.
- Take various roles, including leadership, in group work.
- Present, communicate, and take action on group decisions.

Communicating. Communication is the ability to receive and give information, ideas, and values. Individuals and groups transmit messages and preserve knowledge with symbols. Fundamental to any communication is the ability to conceptualize and use language. Through listening, speaking, gesturing, reading, writing, art forms, and so forth people can exchange symbols, values, and ideas. Specific areas of study have specialized languages, and while special and technical languages exist, the educated citizen needs to understand the common civic, social, and economic language(s) of our society and the world.

- Brainstorm and share ideas.
- Conceptualize and draw on vocabulary.
- Read for meaning.
  - Develop vocabulary and concepts
  - Relate reading to previous experiences and reading
  - Read critically
  - Reflect on reading
  - Organize and monitor own reading for pace and purpose
- Listen carefully and ask questions.
- Gather and organize ideas and information.
- Draw on personal experiences and creative expressions during the search for ideas.
- Follow the composition process of focusing on main ideas and purpose, creating form or design, preparing drafts, seeking feedback, editing and proofing when preparing oral and written presentations.
- Communicate knowledge and ideas in a variety of forms, including reports, persuasive essays, journals, news articles, graphic displays, stories, speeches, videos, and poems.

Quantitative/Interpretive. These activities address one's ability to interpret and create models and other symbolic representations of social data. In order to manage the large quantities of data in the modern world, the citizen must develop disciplined thinking relative to social knowledge

and phenomena and must know how to organize, interpret, and present data in the most effective and efficient way.

- Formulate and use models.
- Apply map and globe skills: symbols, direction, location, interpretation.
- Read, interpret, and construct graphs, charts, drawings, pictures, and cartoons.
- Recognize how judgments may influence perspective.
- Read and interpret time sequences and time lines.
- Make comparisons.
- Apply mathematical and technical skills.
  - Measure and record data
  - Observe, interview, and poll persons to gather data
  - Quantify, analyze, and synthesize data
  - Gain access to information networks
  - Choose appropriate samples for data collection
  - Make predictions from data
  - Operate computers to enter, retrieve, and analyze data
  - Use estimation in making comparisons
  - Use sets of number pairs (relations)
  - Use probability and statistics
  - Rank order correlates

Social Judgment. All decisions that affect other human beings and social interaction carry with them the rights and obligations of a social contract complete with respect for the high ideals of human rights and social justice. Social judgment skills relate to ethical and logical reasoning and decision making in social situations. It is the foundation of principled citizenship.

- Relate past and present, cause and consequence.
- Recognize bias, emotion, and motivation.
- Accept responsibility and respect the rights of self and others.
- Apply jurisprudential reasoning to seek justice in the application of rules, laws, and principles.
- Seek to preserve human dignity in human relations.
- Apply cost/benefit analysis and environmental impact assessment.
- Make commitments, exercise rights, and exert influence in a responsible manner.
- Seek to apply fair procedures.
- Arrive at reasoned, ethical decisions and value positions and evaluate their social consequences.

Decision Making. Decision making calls for a process of choosing and blending strategies effective in the situation at hand. At times, the analytical, step-by-step approach is best. At other times, there is no simple formula, and the decision maker is challenged to apply creative thinking and reasoning skills.

All of the skills network processes and operations constantly come into play in the design of an effective decision-making strategy. While many patterns for decision making may be designed, questions that are often considered are offered here in a step-by-step format.

- What is the problem, need, or goal?
  - What is known? Unknown?
  - What is the cause?
  - What will happen if nothing is done?
  - Who or what is involved or affected?
  - How should key terms be defined?
  - What information is needed?

- What are the choices and alternatives?
  - What points of view are at work?
  - Are there rules, laws, and principles to consider?
  - What questions and predictions require consideration?
  - Who can offer advice and expertise?
  - Who is making what arguments?
  - What criteria will be used?

- What are the possible consequences?
  - What are the pros and cons of the alternatives?
  - What are the costs and benefits of the alternatives?
  - What values are at work?
  - How would the choices affect the rights and needs of people?
  - How can priorities be established?
  - What side-effects might be anticipated?
  - What are second and third order consequences?

- What is the best choice?
  - What are the conclusions of research and experimentation?
  - What does experience say?
  - What are the obstacles and opportunities?
  - What is the decision-making process?
  - Who will make the decision?
  - Should the decision be made individually, by vote, by concensus, or by authority?
  - What conflicts can be foreseen and how can they be resolved?
  - Would the choices distribute benefits and burdens fairly?

- What needs to be done?
  - What are the steps of an action plan?
  - What commitments and responsibilities are called for?
  - What will constitute success?
  - How will the results be evaluated?
  - Can the decision be reversed if necessary?

Table 1

Examples of Thinking Processes

Thinking and reasoning take place in many different ways. Students can practice forms of reasoning through various activities. The following are ideas for teachers to consider while developing activities.

Logical Processes

- Analyzing events that led up to a climax in a book or real life drama
- Using identified stages in problem solving to work through a solution to a particular problem
- Identifying criteria to use in evaluating a book or situation
- Specifying the reasons for agreeing or disagreeing with another's viewpoint
- Tracing the logic behind another person's thinking

Creative Processes

- Using imagery to generate problem solutions
- Using metaphor to express one's response to a situation
- Creating new endings to a story or life drama
- Imagining diverse uses for some object
- Envisioning an ideal city or relationship

Taking-In Processes

- Reading widely
- Seeing films and other audio-visuals
- Assessing information via computer
- Listening to lectures, video presentations, tapes, and records
- Interviewing people to obtain their views
- Brainstorming and discussing ideas with others

Reorganizing Processes

- Synthesizing information/ideas from a variety of information sources, using written, graphic, or oral forms of expression
- Designing a computer program
- Comparing and contrasting views about a topic or program
- Developing and participating in a school or community action project.
- Creating a video or tape presentation to present an issue, problem, or human story

Common and Individual Learnings:

Individual Pursuits

- Investigating a topic or problem of interest
- Becoming expert in some field or talent, perhaps through a special contract with a teacher
- Doing library search on some aspect of class or course study of intrigue to the learner

Common Core Learnings

- Required units of study
- Basic texts or courses in social science, science, health, the arts, physical education, math, English, language, music

Knowledge:

Traditional

- Great literary classics
- Algebra and geometry
- Newtonian physics
- History as story of past
- Sports and athletics
- Systems of the body, diseases, and their prevention

New

- Contemporary science fiction, literary or artistic applications
- Mathematical problem solving applied in social science and science
- Quantum physics
- History as a way of thinking about what has happened, what is happening, and what will probably happen
- "New Games" and psychophysical activities
- Holistic health practices through development of self-awareness, coping, and decision-making skills

Activities for the Skills Network

Social studies activities have the potential to constantly and naturally sharpen and enhance thinking and reasoning. However, these activities need to be presented in a way that will emphasize the skills described in the Integrated Skills Network and show the relationships among the given skills. The social studies educator must consider the knowledge, concepts, and skills that are to be woven into the activity at hand and then feature them as important learning objectives. The following are activity ideas that are rich in skills work. They were drawn from the professional literature and contributions of Wisconsin teachers and university students. Three examples are given with a mapping reference to the skills network. The reader is left to imagine an application in a particular situation and what a skill network map might look like (see Figures 8-10 which chart activities/skills relationships at the primary, upper elementary, and high school levels).

Social studies activities have the potential to constantly and naturally sharpen and enhance thinking and reasoning.

Figure 8

Activity/Skills Relationships
Primary Level

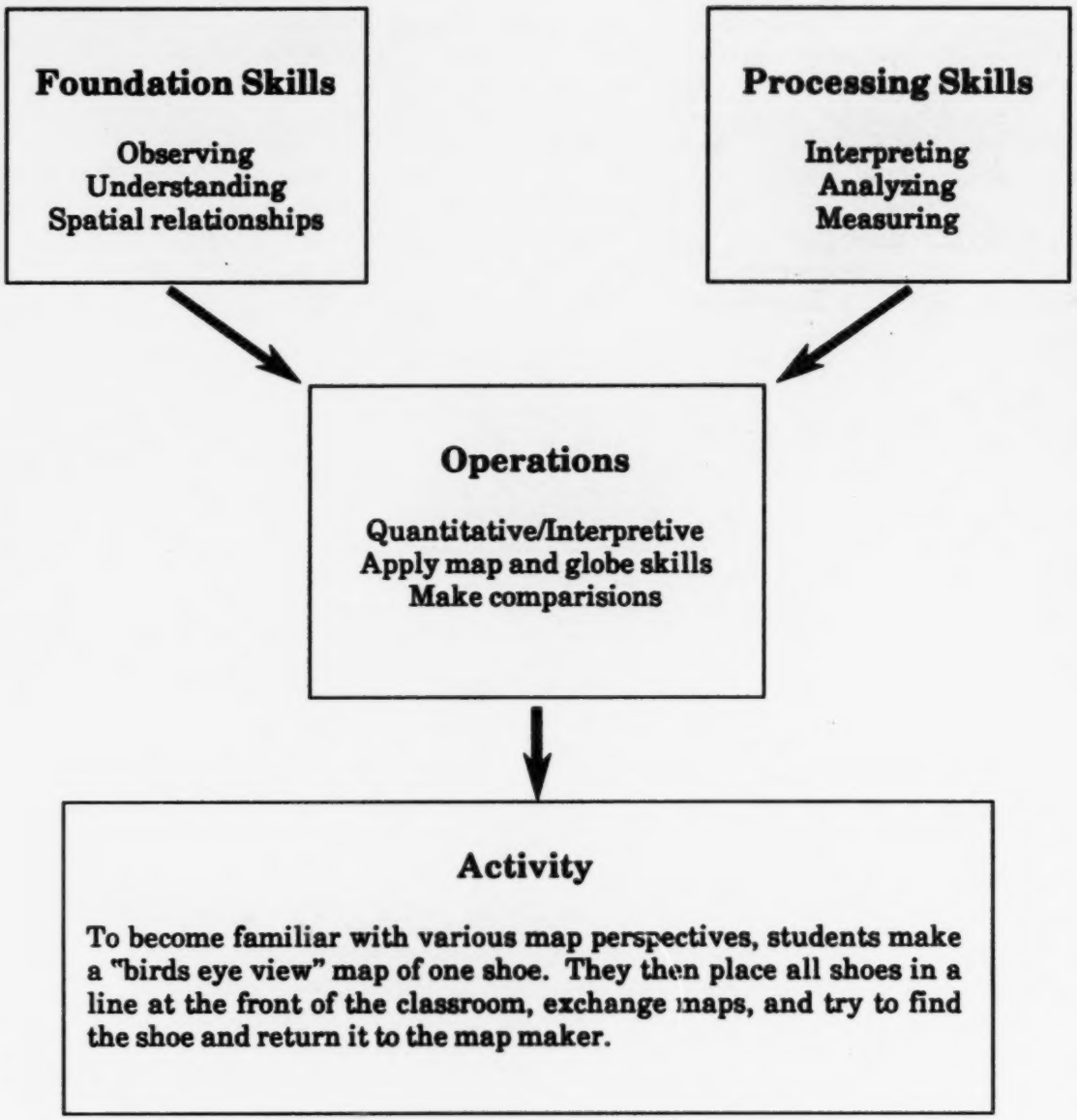

Foundation Skills
Observing
Understanding
Spatial relationships
Processing Skills
Interpreting
Analyzing
Measuring
Operations
Quantitative/Interpretive
Apply map and globe skills
Make comparisions
Activity
To become familiar with various map perspectives, students make a "birds eye view" map of one shoe. They then place all shoes in a line at the front of the classroom, exchange maps, and try to find the shoe and return it to the map maker.

Figure 9

Activity/Skills Relationships
Upper Elementary Level

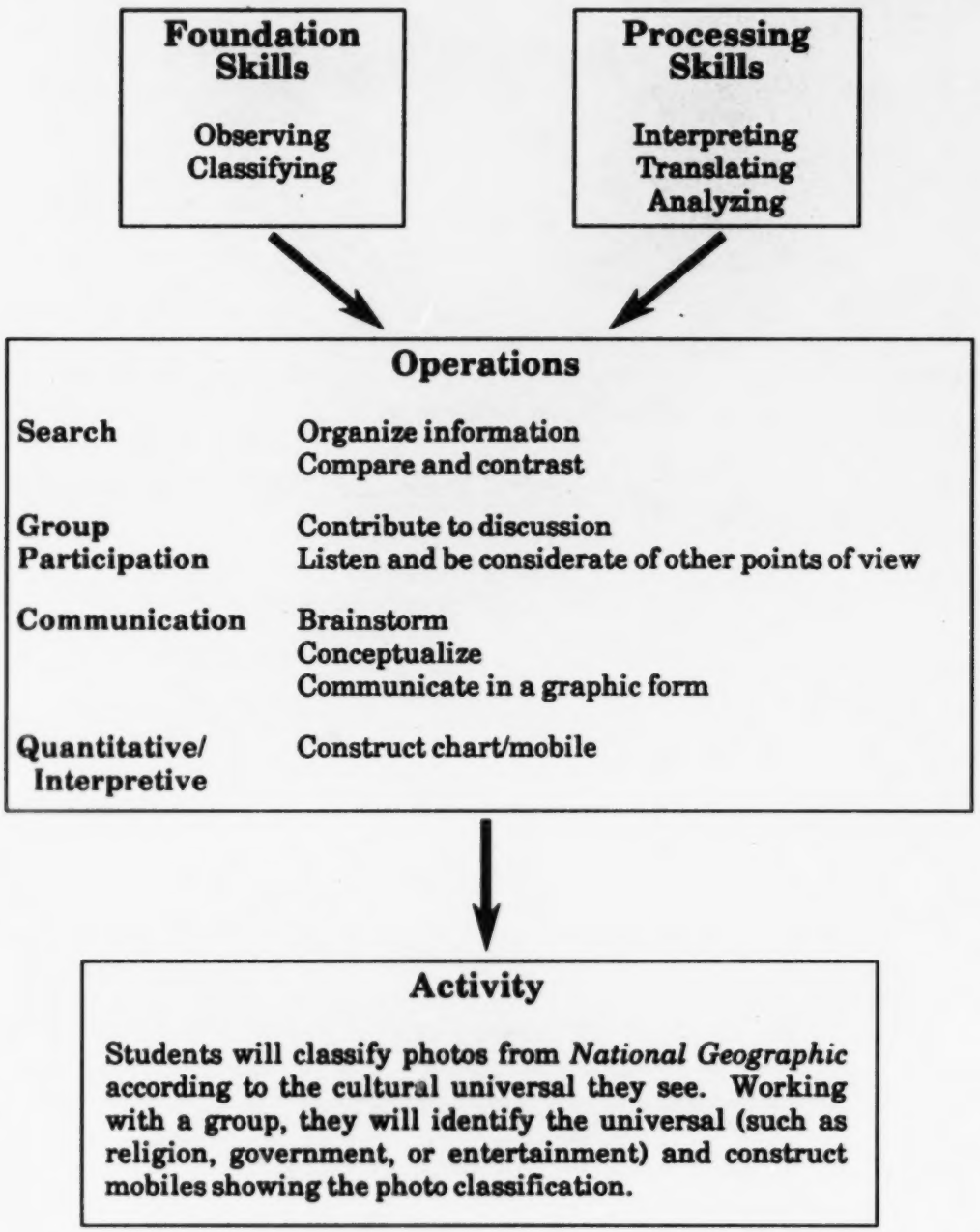
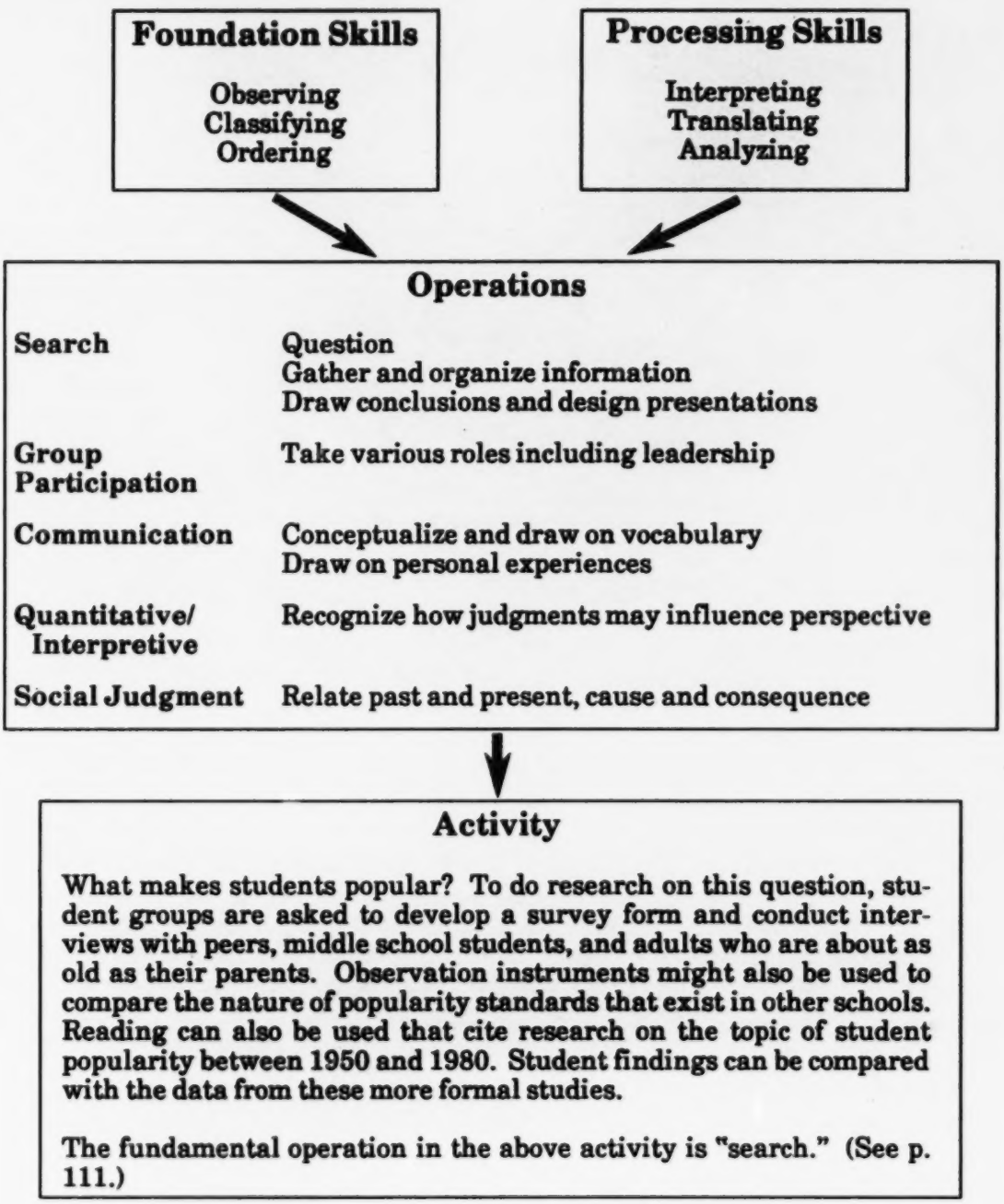


Figure 10

Activity/Skills Relationshps
High School Level


Foundation Skills
Observing
Classifying
Ordering
Processing Skills
Interpreting
Translating
Analyzing
Operations
Search
Question
Gather and organize information
Draw conclusions and design presentations
Group Participation
Take various roles including leadership
Communication
Conceptualize and draw on vocabulary
Draw on personal experiences
Quantitative/ Interpretive
Recognize how judgments may influence perspective
Social Judgment
Relate past and present, cause and consequence
Activity
What makes students popular? To do research on this question, student groups are asked to develop a survey form and conduct interviews with peers, middle school students, and adults who are about as old as their parents. Observation instruments might also be used to compare the nature of popularity standards that exist in other schools. Reading can also be used that cite research on the topic of student popularity between 1950 and 1980. Student findings can be compared with the data from these more formal studies.
The fundamental operation in the above activity is "search." (See p. 111.)

Activity Starters in Social Studies

The following activity starters are provided to help teachers develop a variety of learning activities. These activities show relationships between skill and content. They are only illustrative, and teachers are encouraged to add to this list and share their ideas with other educators.

- Students arrange to correspond with someone of the same age in another community, state or country.
- Students apply decision-making processes using computer simulations such as "Lemonade Stand," "Oregon Trail," and "President Elect."
- Students design a set of "what if" questions: What if TV disappeared? What if there were no money? What if there were no more school? What would life be like if we survived a nuclear war? What if there were no laws? They should speculate on the likely consequences of the "what if" questions.
- Students conduct a poll in advance of a local election.
- Students organize an assembly line to "manufacture" a greeting card (decoration, paper chain, or other product). The efficiency of the operation and quality of the product is compared to the work of individuals without the benefits of division of labor.
- Students use mail order catalogs to compare tools of different eras and identify key inventions that have changed tools and technology in our economy.
- Students design a basic floor plan of a department store and then place pictures of goods from a catalog in the appropriate departments.
- Students study aerial photographs of a section of the community taken 20 years ago, ten years ago, and in recent times. Students identify community patterns and specific changes. After hypothesizing about the causes of changes, the students conduct community inquiries to verify their hypotheses.
- Students visit an old local cemetery and write down all the questions the visit brings to mind. They may also include rubbings or sketches from the headstone markers.
- Students observe and analyze TV advertising to identify techniques of persuasion. They go on to measure and chart advertising time during different times of the day and week.
- Students gather data on how much time they spend on various activities in their lives such as eating, chores, class, recess, watching TV, homework, and playing. The information is translated into a bar graph. Students discuss how they might wish to use their time more wisely.
- Students engage in a mock city council, congressional, town, or United Nations meeting in which they focus on issues, conduct research, prepare positions, draft bills or resolutions, and engage in debates in committee and in a general assembly.
- Students assume the role of someone they depend on at school. They stand in a circle with other school workers. They hold one end of a string and give the other to someone they depend on, connecting themselves to

everyone they depend on and creating a web. Then, one worker drops the string, indicating an inability to be at school. Discussion is conducted about what happens to the web of interdependence.

- Students develop an environmental quality index, survey sections of the local community, and prepare a map to display their findings.
- Students conduct a policy analysis of current issues, identifying the pros and cons, proponents and opponents, and the decision makers before predicting the likely outcome of the question.
- Students fill in an admiration ladder, placing people from history or personal acquaintances in order. Qualities leading to respect and disrespect are generated, shared, and used to analyze personal strengths. The activity can be used to study prejudice by having students put a list of groups in order according to social status and following up with a discussion of stereotyping.
- Students act as archeologists in the activity called "Dig" by studying artifacts to draw conclusions about the culture represented. Groups can create replicas of artifacts from a culture they are studying and then challenge another group to deduce what culture and cultural traits are depicted. Many teachers travel abroad and can be asked to bring back artifacts that are put in a discovery box. Likewise, students can seek out historical artifacts to study.
- Students create a map of their classroom and school neighborhood.
- Students pretend their class will open a toy shop just before the holidays. Observe catalogues, TV commercials, and competing stores. Conduct an opinion poll. Classify toys by theme and age. Study prices. Predict which toys will sell best and which will not sell well. Make a decision and check with store owners after the holidays.
- Students play "What's My Line" with adult visitors to class.
- Students organize a school election or referendum and conduct campaigns for votes.
- The class participates in classroom citizenship discussions during which they probe for decisions relating to dilemmas, case studies, student council questions, and real classroom problems or challenges.
- Simulate the world's food supply using peanuts distributed as follows: North America = 14, Asia = 5, Europe = 4, Latin America = 3, Africa = 3, Australia = 1. Research current populations and as a group, work out a redistribution for food supplies.
- Students conduct a mock trial based on the facts of a famous legal case.
- Working in groups, students create time lines to illustrate the causes of wars in American history. The class develops generalizations about the causes of war and studies the forces at work in the world today that threaten war.
- Students simulate and then compare the relative advantages of making decisions by consensus, majority rule, minority veto, compromise, and coalition building.
- Students prepare for one of the following trips.
  - Books on backpacking and topographical maps and brochures (try Wisconsin Ice Age Trail) are gathered and groups of four plan a backpacking trip. Their carrying limit is thirty pounds per person.

- Using *Europe on $20 a Day* (Fromme) and *International Train Timetable*, students plan and describe a European trip.
- As part of a study of the decisions that immigrants and settlers face, groups of students act as immigrant families deciding what items they will take with them to the New World. Their limit is two trunks per family.

- At the conclusion of a study of the Civil War, students write want-ads that would have appeared at the time in a newspaper or billboard.
- Students in groups engage in a map "road rally" in which they answer questions about the journey of Jonathan Carver across the state in 1766. The questions are drawn from Carver's diary in *X-PLOR-ERS* (Badger History, State Historical Society), which the students read as they follow his route and respond to questions about what he might have seen.
- Students identify basic problem-solving steps and apply them in a systematic fashion to a personal or public problem.
- Students bring pictures of themselves at different times and use them as a source to create time lines and draw inferences about change in people.
- During a study of frontier life, students try making soap, starch, candles, butter, and other frontier necessities.
- The class holds a classroom Constitutional Convention and then applies the principles and procedures decided upon for the remainder of the year.
- Students plan questions for and conduct an interview with someone 60 years of age or older to learn and report about life in other eras. Using oral history techniques, students go on to create a family tree.

Rationale for an Integrated Skills Network

Learning at its best is a search for meaning. What is required is a systematic and developmentally sound strategy to provide experiences and instruction that challenge learners to advance their ability to think and reason as they learn and apply the skills called for in the task at hand. One of the key problems educators face is the fragmentation of content and a sensed loss of purpose as one subject gives way to another and skills are piled on top of each other rather than organized in a meaningful pattern. In truth, the foundation skills and processing skills are relatively universal and lie behind the operational skills of all disciplines. The link, of course, is thinking and reasoning; so with a skills network we should be seeking a unifying curriculum force. For example, in the early grades, the skills of observation, classification, seriation, and spatial relationships should serve as organizers for learning in all disciplines. Later these same skills should be used as touchstones as more elaborate and abstract applications are learned. Likewise, processing skills can be powerful organizers. Hypothesizing, for example, comes into constant play in science and social studies as inquiries and experiments are

Learning at its best is a search for meaning.

pursued and solutions to problems are sought. Research has shown that the hypothesizing process is constantly at work in reading and writing. Good readers are always trying to anticipate the author, asking questions, and testing hunches as they read on. In a very real sense, the reader is communicating with the author. Similarly, writers apply the same process by asking themselves questions so as to better communicate meaning to the reader. Systematic attention to the various processes, alone and in consort with each other, in all aspects of the curriculum is fundamental to teaching effective thinking and reasoning.

Operations draw on the foundation and processing skills. They should be highly recognizable to social studies teachers because they include the various activities common to the disciplined thinking of social scientists and historians and are reflected in so many activities and units common to learning in the social studies classroom. At one level, the operations provide a comprehensive guide for curriculum and lesson planning because the skills dimension should be a constant and critical design consideration in curriculum and lesson development. At another level, the operations (indeed, the whole skills network) serves as a coordination and communication device within the social studies program and among the various school programs.

Operations, of course, are not the sole province of the social studies. A conscientious effort has been made to include skills such as communication and quantification, which are key in other programs but are also taught and applied in the social studies. Likewise, the work of the social studies in areas such as research, problem solving, group participation, decision making, and social judgment should be of great interest to other programs in the school.

. . . the work of the social studies in areas such as research, problem solving, group participation, decision making, and social judgment should be of great interest to other programs in the school.

Though skills learning is developmental, we should not assume that students should proceed from foundation skills in the early grades to operations at the upper grades. While there is some validity in this view, particularly as it relates to setting a strong base in foundation skills and processing skills in the primary grades, the work of developmental theorists and, indeed, common sense suggests that students learn their thinking and reasoning skills on a broad front that integrates and applies both foundation and processing skills within the activities of their classroom learning and life experiences. Most students come to us as concrete thinkers, move through transitional stages, and progress toward becoming abstract thinkers. Furthermore, the route and pace of development for individual students is varied and complex. Many students never reach the formal operational level in all the various areas of thought.

The implications are dramatic. To conclude that students in the early grades and transitional years cannot think and reason is falacious. These students need rich, concrete experiences in which to learn and apply skills. Such an experience-based approach is known to challenge and encourage them as they develop. To move directly to the theoretical and abstract without a base in experience and application is frustrating. For example, primary students can understand that parent, grandparent, and great grandparent times were different than today through stories told by elderly visitors to the classroom, but a time line with dates and events on

the bulletin board will have no real meaning. With older students, creating time lines and even drawing inferences from the relationships shown will have meaning, but discretion suggests that the activity include such devices as photos from the times to be certain that students have the experience and conceptual base called for by the activity.

The implications for the educator are important. It is essential that a clear understanding of these skills be a part of all social studies teachers' knowledge. The teacher's role is to provide experiences and design activities that simultaneously draw from the three levels of the skills network and provide instruction that helps the students learn and apply the skills successfully and transfer the skills to other learning experiences. To use an analogy, the facilitating skills, processes, and operations are like information in the playbook that a football quarterback uses. Depending upon the situation, the quarterback will pick, blend, and sequence plays so as to move the team and score. Likewise, the teacher, depending upon the situation, can pick, blend, and sequence foundation skills, processing skills, and operations so as to have students achieve better reasoning ability.

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4

Evaluating the Social Studies

Education is a progressive discovery of our own ignorance.
–Will Durant

This guide explores three levels of evaluation. Classroom evaluation relates to the efforts of teachers and students to get feedback on individual progress. Written tests are one kind of measurement teachers use, but they also use observation and student self-evaluation. Classroom evaluation is a diagnostic tool for planning instruction; periodically it can yield a grade of some kind.

Assessment is the second level of evaluation. The primary goal is to determine the efficiency of a local curriculum in reaching its objectives by measuring the amount of learning. Improved student learning can suggest that the curriculum is working well. Assessment also can indicate areas of strength and weakness.

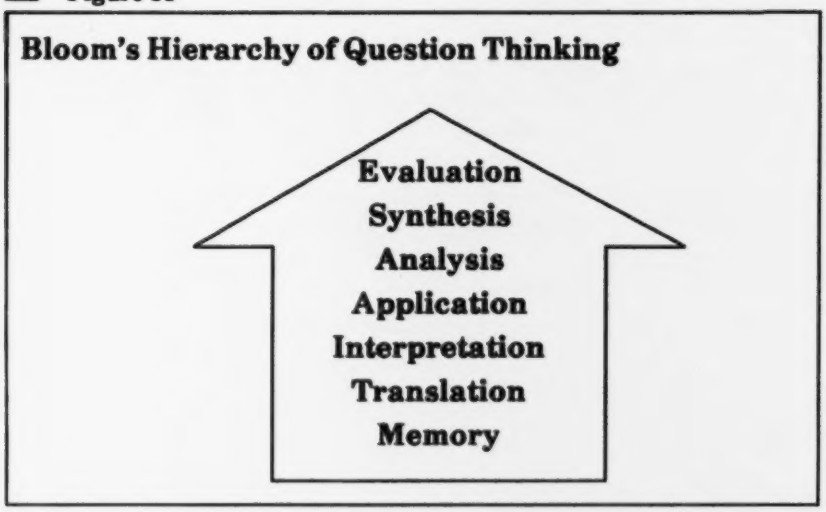
Program evaluation is the third level. The focus is on judging the quality and effectiveness of the curriculum. In this case, the criteria are standards set by the profession. The process of accreditation is an example of program evaluation, but Wisconsin schools often engage in program evaluation without seeking formal accreditation. Of course, the three levels of evaluation overlap somewhat.

The role of good classroom evaluation procedures as a part of the total learning process is undeniable. Putting them into practice in the classroom is something else. We will not repeat here the good advice available in methods courses or test and measurement classes. This knowledge is important and worth periodic review but is easily available in professional literature. Instead, we speculate on why good classroom evaluation is so difficult. Problems dealing with the relationship of objectives to evaluation are addressed in this sections's second part. In this first part, we speculate on the kinds of thinking and subject matter that are built into all phases of instruction and should therefore appear on our tests and other evaluation procedures.

Classroom Evaluation

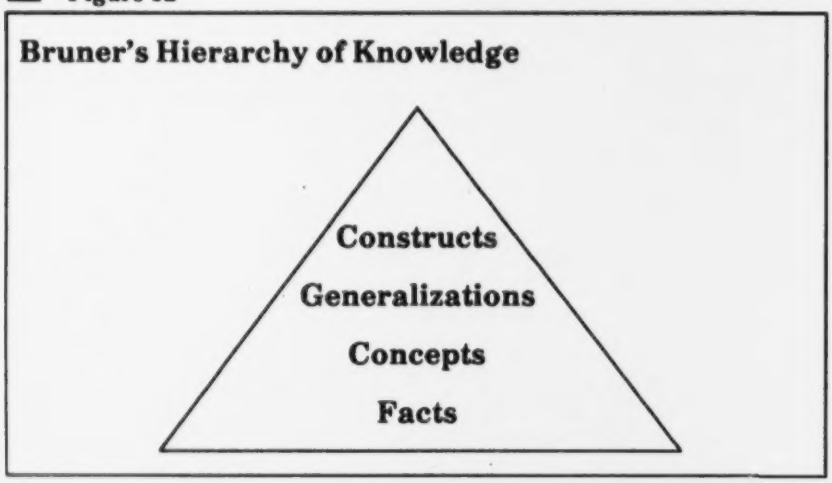
Evidence is accumulating that we may have misused two models originally devised by B.S. Bloom and Jerome Bruner in the 1950s and 1960s. Bloom's work led to a hierarchy of thinking that teachers could build into classroom questions.

Figure 11



Bruner modeled knowledge from facts to constructs and urged more classroom emphasis on the higher levels of the pyramid.

Figure 12



Extensive classroom research in the 1960s revealed that social studies teachers at both the elementary and secondary levels overwhelmingly emphasized fact memorization, with primary teachers having the best record for variety. How well do we do today with higher levels of classroom thinking and higher realms of knowledge? This is a central question in the three stages of setting objectives, instructing toward the objectives, and evaluating progress. Most texts emphasize concepts, and many are quite sensitive to higher levels of thinking in projects and discussion questions. But most texts include a great number of recall

questions in chapter reviews. If the teacher's edition includes unit or chapter tests, the emphasis often goes back to memorizing of facts. Test questions in Bloom's middle categories of interpretation or application are likely to be on maps, charts, or graphs rather than on other content matter.

What percentage of classrooms continue to instruct and evaluate at the memory-of-facts level? In one recent instance, social studies teachers from 16 high schools in Wisconsin were asked to submit questions for an interschool academic competition. Of the 664 questions submitted, 95 percent required only memory; and of these 56 percent asked for memory of a specific fact. Meredith Gall reported in the November 1984 issue of *Educational Leadership* that even today 80 percent of all teachers' questions ask for recall of subject matter or procedure. Social studies in all likelihood has a higher factual recall emphasis.

A confusing situation exists after 25 years with Bloom and Bruner. In the 1950s, social studies teachers emphasized memory of facts because the profession lacked a clear vision of the hierarchies of knowledge and thinking. In the 1980s, most teachers have the vision but do not act on it. Why? This is an important question to consider before launching in-service meetings on upgrading questioning skills. A potent hypothesis is that the profession's definition of a "concept" is flawed. If this is true, the problem may be in the model rather than in the teachers' skills or motivations.

In looking at the Bloom and Bruner models again, we can speculate on what has happened. Different levels of questions on Bloom's taxonomy present different kinds of instructional problems. Questions in the top categories of synthesis (creativeness) and evaluation (judgment according to standards) are relatively easy to use in classroom discussion and individual or group projects. These categories of questions were popular in the late 1960s and early '70s but have received less attention as "back-to-the-basics" education emerged. The problem with synthesis and evaluation questions is that they do not lend themselves to objective questions. A teacher's rating of the quality of students' responses in the two top categories must be somewhat subjective. This does not mean that these judgments need be totally capricious. In language arts, teachers are developing careful procedures for rating students' writing. It does not make sense to give students true-false or multiple-choice tests on "how to write." In social studies, the same is true with synthesis and evaluation thinking by students.

Bloom's middle categories of thinking present different problems. In interpretation, application, and analysis, the most common questions ask students to use a concept, generalization, or skill in a new situation. An excellent analogy is the story problem in mathematics. The difficulty is that social science algorithms are seldom as precise as those in mathematics. Generalizations state the relationship among concepts, so they suffer from the same ambiguities.

Sometimes fuzzy social studies concepts are the result of careless specification of attributes and can be clarified with more careful definition. More often the vagueness is in the nature of the idea and the

language. Words like "democracy," "poverty," and "natural resources" not only change in meaning through time but are used in a variety of ways by experts at any one time. There are enough fairly precise concepts so that experts can, with considerable effort, formulate a good objective Scholastic Aptitude Test (SAT) questions. However, classroom teachers deal with hundreds of questions and concepts. The nature of our subject matter is such that we deal more in degrees of plausibility rather than proofs. Even a good many concepts in science have fuzzy edges, even though scientists try hard to avoid this with performance definitions. Consider the categories of "living" and "dead" or of "plant" and "animal." When devising questions on concepts like these, the scientists share the problems of social science.

There is a sunnier side to this dilemma. Even if the interpretive problems in social studies do not appear often on tests, they do show up in class discussions, projects, and even more frequently in school bus or lunch room conversations. Routine life presents one social story problem after another. The role of social studies education takes on a different perspective when we look at it as preparation for responsibly reasoning out life's issues.

If we set objectives reflecting Bloom's and Bruner's visions, we must realize that objective tests can measure only a limited portion of them. We must launch into the subjectivity necessary in the synthesis and evaluation questions. We must also recognize the different form of subjectivity in the middle categories of questions and experiment with story problems that allow more than one interpretation. Admittedly this section does more in defining the problem than in solving it. If there is a contribution here, it is in pointing out that in important respects, we have been working on the wrong problem. The flaw has been not in the teacher but in the model.

Finally, classroom evaluation offers a list of questions directed to teachers that summarizes many dimensions. We realize that a teacher who tried to do all these things would have little planning or class time for anything else. Master teachers do not use all these procedures at one time but have them all in their repertoires and use them selectively. The items on the list all apply from intermediate grades through high school. Primary students' limited verbal skills make evaluation more difficult, but among the following items, numbers 1, 3, 4, 6, 8, 10, 11, 12, 21, and 22 would apply to primary students. The central focus of this inventory is on student evaluation, but the topic spills over into questions at all stages of instruction.

- Do I use diagnostic questions early in a unit to determine how much students already know both individually and collectively?
- Do I know the functions and proper construction of questions in all formats—true-false, multiple choice, matching, completion, discussion, and so forth?
- Do I use evaluation approaches that take into account individual differences such as personal interviews with students?
- Do I use informal means of testing such as checklists and direct teacher observation of student work?

- Do I assess student attitudes using scales, semantic differentials, or unfinished sentences?
- Do I use Socratic questioning techniques as a means of leading students to discover ideas?
- Do I provide many-faceted "think tank" questions in which students in small groups collaborate on responses?
- Do I encourage students to ask questions?
- In making assignments, do I use the question patterns devised by developmental reading specialists?
- Do I consciously build all levels of thinking into my questions (Bloom's taxonomy or a similar system)?
- Do I emphasize important ideas in my question rather than details?
- Do I test for skills as well as content?
- Do I sometimes use formative tests only to see how well students are doing and not for grading?
- Are my tests grammatically and stylistically correct and clearly reproduced?
- Do I conduct tests in such a way that cheating is difficult and, therefore, not such a temptation?
- Do I fairly evaluate responses to questions with subjective answers, judging not how much students agree with me but how well the students develop their responses?
- Are my questions clear in meaning? Do I deal fairly with students who read a reasonable meaning into the words other than the ones I anticipated?
- Do I make comments on tests to show students my appreciation of their achievements as well as the nature of their errors?
- Do I have a system for collecting and saving questions from a variety of sources so that I can refer to them later when building a new test?
- Do I use test results as the basis for reteaching?
- Do I keep anecdotal records in a notebook or log, which provide brief descriptions of how individual students are performing?
- Do I use individual student-teacher conferences as a way of diagnosing or evaluating student learning?
- Do I use individual interest inventories as a means for identifying student interest, knowledge, or skills that might relate to an upcoming social studies unit?

Assessment

The public has become much more interested in educational assessment. In assessment, the students are tested to provide evidence on how well they are learning in a certain content areas. Sometimes scores are also used to determine the needs of individuals, but it is the average scores that get most attention.

Standardized Tests

Social studies assessment in a local community can be performed in several ways. One approach is to give standardized achievement tests, carefully constructed by experts and providing well documented national norms. Examples include the

- Iowa Every-Pupil Test of Basic Skills
- Metropolitan Achievement Tests
- Sequential Tests of Educational Progress
- SRA Achievement Series
- Stanford Achievement Test

One problem is that these tests are based on general objectives, which often depart from local ones. Research has shown that tests tailored to a local curriculum are likely to yield higher scores. It is important, therefore, to consider each test item as well as the whole test.

State-developed Tests

A second approach to assessment is to use instruments from the Wisconsin Department of Public Instruction. These tests can be purchased ready-made from the Department of Public Instruction, administered in one class period, corrected by machine, and interpreted for individuals and groups. The only problem is that the objective question format cannot include synthesis or evaluation thinking nor story problems that yield more than one possible answer. The entire affective domain is also avoided. As such, it is reasonable to estimate that about half of the social studies objectives are assessed. The following tests are currently available:

Economic Understanding - Grade 12: The test of economic understanding measures student understanding of fundamental concepts of economics, with particular emphasis given to the characteristics of a market economy.

United States Government - Grade 12: The test in United States government measures student understanding of citizen participation; the organization and operation of national, state, and local governments; and the principles and purposes of our government.

Geography - Grade 12: The geography test consists of two parts. Part one measures student understanding of geography skills and cultural geography. Part two measures students' understanding of physical geography and location recall skills.

Tests in other areas of the social studies are being developed.

Local Tests

Finally, a local community can develop its own assessment instruments. This is not a simple task but assistance is available from the Department of Public Instruction in the form of an item bank of social studies questions and recommended procedures. Some general recommendations for creating local assessment tests are offered here.

First of all, establish a one-year period of time during which each K-12 social studies teacher will review all tests and test items that are given. Next, individual teachers should extract the best items from these tests. For example, during the year, a United States history teacher may give 12 tests. Perhaps 25 items might be categorized as "best items." The teacher should identify and save these items in an "item bank." In this way, an item bank file can be started for each grade level and each course. Finally, at the end of the first year, have an assessment or testing committee review and edit the items collected during the first year.

The second year should be spent on field testing items and developing comprehensive tests for use at selected grade levels. For example, tests might be developed for grades 3, 6, 9, and 12. These tests should be accumulative in nature; that is, 40 to 50 items on the 9th grade test should address content and skills presented in the K-9 program. Thus, the committee would study and use appropriate items found in the "bank" as well as write and field test new items. The item bank would, however, give the testing program flexibility in that the teacher would use the bank to develop a comprehensive test at any grade level.

With one to four grade level tests developed, the third year can be spent administering the tests and establishing a program evaluation procedure whereby test results can be analyzed vis-à-vis the local curriculum. This analysis can point to strengths and weaknesses in the program and establish a benchmark for the next series of tests. The three-year cycle should be repeated so that continuity of test results can be used to help make better curriculum and instructional decisions.

An important side benefit of this procedure will be an increase in teacher communications from kindergarten through the twelfth grade. A caution in using this approach is to emphasize that the purpose of test bank development is to improve instruction and is not usually part of a teacher evaluation system. More detailed suggestions on how to construct criterion-referenced tests are contained in booklets from the Department of Public Instruction.

What Can Assessment Tell Us?

Another consideration on assessment rises out of the variety of ways that the assessment question can be asked. Observe these questions:

1. How much social studies are students in this school learning?
2. How much *important* social studies are students learning?

3. **Are students learning as much important social studies as they should in relation to objectives? or, How do our students compare with those in other communities in social studies learning?**

Question one is a relatively easy question to answer, because it avoids most of the tough issues. Teachers simply assemble a test based on their unit exams. Question two points up the need to justify the importance of the social studies instruction. This is more difficult today than in earlier times, because we are aware of the widespread ideological differences in the nation. The most justifiable response to the question, "What knowledge is of most worth?" is to ask another question, "Of most worth to whom, when, and in what subculture?"

Question three poses the problem of establishing score levels considered satisfactory. Measurement specialists and teachers depart in viewpoint here. Teachers want to see a plethora of correct answers, but measurement specialists prefer items that discriminate between knowers and non-knowers. The latter are willing to set the level of satisfaction much lower on a percentage basis. If 50 percent is declared passing, then the margin between "chance" and "passing" gets depressingly small on a multiple-choice test with four options per question.

To avoid the issue, the focus often switches to comparisons with other students. Commonly, the only comparison possible is with a national or state average. Obviously, whatever kind of social studies learning is measured, student talent is not spread evenly around a state or nation. A school district with a heavy proportion of college-bound students may on the face of it be far above the national or state average and still be doing a poor job of instruction.

In this Information Age, we have educational, ethnic, economic, and cultural data about every neighborhood in the nation. It's time to compare apples with apples in assessment. With more fine-grained social data and computer analysis, a much better match for comparison might be drawn among localities or schools similar in both social studies objectives and demographics. But even at best this kind of comparison leaves much to be desired.

Assessment should not be confused with minimum competency evaluation. The latter has an important special function but does not provide nearly as much useful information for curriculum improvement. In minimum competency evaluation, the focus is on setting the lowest acceptable levels of proficiency. No student will be allowed to pass without achieving at least a specified amount. The information can lead to improving performance near the bottom of the scale but is not likely to help the top or middle. Assessment has the broader focus and can be adapted to define minimum competency levels, too.

Finally a word is in order about specialists in tests and measurement. No local district should attempt assessment without their assistance. Good ones do their part in a highly competent manner, giving the impression that assessment, with its established reliability and validity, is scientific. The weak link in the chain is that whenever the assessment gets to subjective decisions, the measurement specialists say to the

educators, "You do this part." Mathematical calculations lose a great deal of significance when subjectivity is factored in.

With all these reservations about assessment, the Wisconsin Social Studies Curriculum Committee still endorses it whole-heartedly. Our concern is that it be done in a sophisticated manner and that no over-reaching claims are made for the results. We are in a position similar to the physician whose only instrument for diagnosis is a thermometer. Like the physician, we ought to be able to assign the client to a whole series of tests. We should as a profession set about putting multidimensional assessment procedures in place. In the meantime, we use our single thermometer, realizing its limitations.

Program Evaluation

In Wisconsin, the School Evaluation Consortium has an excellent system for program evaluation and improvement, used by almost half the school districts. In this system, much of the local school staff as well as outside observers systematically look at a program over a period of a couple of years. We endorse this approach and similar ones developed by others.

In this curriculum planning guide, we offer as a supplement a different emphasis for program evaluation. Following is a set of standards that defines conditions conducive to social studies curriculum improvement in local districts. A few are substantive, but most are instrumental. We recognize that we have defined an ideal ahead of common practice, but if educators do not have a clear vision of desirable improvements, we are not likely to go far beyond current practice.

Curriculum

A curriculum planning committee should respond to the following statements according to the scale at the right.

1. Non-existent
2. Little has been done
3. A start has been made
4. Much has been done; but some improvement is needed
5. A great deal has been done

1. Every social studies program should be represented by a permanent curriculum committee as part of the K-12 program. The committee should consist primarily of teachers at various grade levels, disciplines, and years of service. Additional committee members should include district administrators, building administrators, parents, and representatives of appropriate community groups. Tasks for the curriculum committee should include establishing the goals of the social studies program, reviewing the existing program, developing necessary program changes, recommending instructional materials, and being involved in program evaluation. The committee should have its own budget in order to function effectively.
   Is the social studies program represented by an effective social studies K-12 curriculum committee?
   1☐ 2☐ 3☐ 4☐ 5☐

2. The social studies program philosophy and goals should address the needs of students and society as well as the knowledge of history and the social sciences so important to enlightened citizenship.
   Have social studies goals been established by addressing the above items? Are these goals consistent with the district's overall philosophy and goals?
   1☐ 2☐ 3☐ 4☐ 5☐

3. Social studies programs should have time and content requirements as well as enrichment opportunities for all students. Social studies instruction should be given a definite amount of time per day.
   a. In the K-6 program, time allotments for social studies instruction should be at or above the following minimums (see Appendix B).

Grade	K	1	2	3	4	5	6
DPI Recommendation	10% of the day	125 minutes	150 minutes	175 minutes	200 minutes	225 minutes	250 minutes
Local District							

b. In the social studies program in grades 7-12, one class period each day should be required for every student at each grade level. Students should have opportunities to engage in United States studies, global themes, and other social science disciplines.

Is there a basic social studies requirement each year for all students enrolled in school?

1☐ 2☐ 3☐ 4☐ 5☐

Are students required to study from a balanced program of United States studies, global themes, and the social science disciplines within the K-12 social studies program?

1☐ 2☐ 3☐ 4☐ 5☐

c. The scope and sequence of the local social studies program should recognize the grade level themes reflected in Models 1 and 2 in this document.

How well does the existing K-12 social studies program meet the recommended scope and sequence?

1☐ 2☐ 3☐ 4☐ 5☐

Is approximately one-third of the time focused on U.S. studies, one-third on global themes, and one-third on the other social science disciplines?

1☐ 2☐ 3☐ 4☐ 5☐

What are the areas of overlap?

What are the areas of omission?

4. The district should develop and maintain a social studies professional library.

Does the school district provide access to the latest professional literature in history, geography, economics, political science, sociology, anthropology, psychology, social studies education, and other related areas?

1☐ 2☐ 3☐ 4☐ 5☐

5. Three professional development experiences during the school year and five inservice experiences during the summer should be devoted to social studies curriculum development. This amount of time is viewed as minimal and should assist teachers to increase their effectiveness in dealing with trends in social studies education.

Does the social studies staff participate in at least eight professional development days during the calendar year?

1☐ 2☐ 3☐ 4☐ 5☐

6. A written local curriculum plan should be developed, implemented, evaluated, and revised overall at least every five years. This plan should contain
   a. district philosophy, goals, and objectives
   b. social studies goals and objectives
   c. social studies scope and sequence
   d. identification and listing of concepts, skills, and attitudes the program seeks to develop
   e. evaluative techniques to be used to assess the local curriculum and measure student achievement
   f. relevant print and non-print resources for both teachers and students

Does the social studies curriculum program include all of the above components?

1☐ 2☐ 3☐ 4☐ 5☐

7. The local curriculum guide should also identify current and ongoing issues relevant to the interests and needs of the student as well as the larger community.
Does the social studies program deal with current and future issues of society?
1☐ 2☐ 3☐ 4☐ 5☐

8. Districts should provide the opportunity for field testing and evaluating social studies instructional materials.
Is opportunity provided for the research on and/or the development of social studies curricular materials and programs?
1☐ 2☐ 3☐ 4☐ 5☐

9. Every attempt should be made to coordinate the social studies with other discipline offerings. For example, a curriculum guide showing the logical relationships between skills development and overarching concepts in several disciplines is desirable.
Is a guide showing the interrelationship between several discipline offerings available within the school curriculum?
1☐ 2☐ 3☐ 4☐ 5☐

10. Community support for the social studies program is very important. As parents learn more about the curriculum they tend to support it more.
Are there activities structured to increase the level of awareness in the community for the accomplishments and needs of the social studies curriculum?
1☐ 2☐ 3☐ 4☐ 5☐

11. Active involvement in state, regional, and national professional organizations is a fundamental way of keeping abreast of new knowledge in the social studies and in teaching approaches.
What has been done to encourage teachers and administrators to participate actively in professional organizations?
1☐ 2☐ 3☐ 4☐ 5☐

Instruction

1. Evaluating students' achievement should consider the hierarchy of thinking skills appropriate to grade-level maturity. Classroom activities and/or formal tests should take advantage of all levels of thinking (memory, translation, interpretation, application, analysis, synthesis, and evaluation).
   Do the examinations presented to students by staff reflect this hierarchy of questioning?
   1☐ 2☐ 3☐ 4☐ 5☐

2. Self-evaluation is one appropriate means for students to become interested and maintain an interest in their academic growth. Perceptions of self-growth can also be checked against opinions of the teacher as well as other students.
   To what extent are procedures for self-evaluation used with students in your social studies program?
   1☐ 2☐ 3☐ 4☐ 5☐

3. Students in the social studies program should have access to a range of research materials on the topics studied during the year. (Reference materials should include both print and nonprint materials and reflect several viewpoints).
   To what extent do students have access to reference materials in the classroom, in the school library, and in the community at large?
   1☐ 2☐ 3☐ 4☐ 5☐

4. Teachers should invite resource people into the classroom to speak to the students. They can often identify speakers by contacting local organizations such as the historical society, League of Women Voters, or local Chamber of Commerce. These speakers should focus upon the relevant areas of study within the social studies framework.
   Does the social studies program make use of outside resource people?
   1☐ 2☐ 3☐ 4☐ 5☐

5. Since social studies content is often controversial, it is strongly recommended that school districts have written policies, procedures, and guidelines concerning controversy and challenged instructional content and materials. **Does the district have a written statement on the teaching of controversial issues?**
   1☐ 2☐ 3☐ 4☐ 5☐

6. A well-planned, adequately funded and executed field trip can enhance the social studies program.
   Do your students in social studies regularly participate in well-planned field trips?
   1☐ 2☐ 3☐ 4☐ 5☐

7. **An effective way to evaluate classroom procedure (interaction) is using a tape recorder and/or video tape. This technique is extremely useful for self-evaluation by the instructor, too.**
Is this technique used in the social studies program?
1☐ 2☐ 3☐ 4☐ 5☐

8. **The social studies program should have the following examples of instructional resources available for students. To what extent are the following available?**

1 = Nonexistent **5 = Readily available and up to date**	**1**	**2**	**3**	**4**	**5**
a. Textbooks (current)	☐	☐	☐	☐	☐
b. Reference books (several varieties)	☐	☐	☐	☐	☐
c. Supplementary materials (print and nonprint)	☐	☐	☐	☐	☐
d. Computers and software	☐	☐	☐	☐	☐
e. Films (16 mm), filmstrips, and film loops	☐	☐	☐	☐	☐
f. Audio tapes or records	☐	☐	☐	☐	☐
g. Overhead projector	☐	☐	☐	☐	☐
h. Radio/record player	☐	☐	☐	☐	☐
i. TV/video disks or tapes	☐	☐	☐	☐	☐
j. Microfilm reader	☐	☐	☐	☐	☐
k. Maps, globes, and charts	☐	☐	☐	☐	☐
l. Library resources	☐	☐	☐	☐	☐
m. Workbooks	☐	☐	☐	☐	☐
n. Models/artifacts	☐	☐	☐	☐	☐

General Evaluation/Review Questions

1. What percentage of the teaching staff belongs to professional social studies organizations?
2. To which professional organizations do staff members belong?
3. How frequently do teachers attend conferences, workshops, or other professional meetings?
4. What support services are provided to encourage teachers to attend professional meetings?
5. What is the nature of the social studies professional library? Are resources current? Is there a provision for suggesting new acquisitions to the professional library?
6. In what areas are individual staff members certified?
7. What staff development opportunities are available to social studies teachers?
8. What opportunities are provided for teachers to have renewing or broadening professional experiences (sabbatical leave, study seminars abroad, or teacher exchange programs)?
9. In what manner does the administration supervise curriculum and instruction in social studies?
10. Is at least one administrator of your school knowledgeable about current theories, trends, and practices in the field of social studies education?
11. To what extent are teachers involved in the economic, political, and cultural life of the community?
12. What training do teachers have in planning, organizing, implementing, and evaluating their curriculum? To what extent are teachers involved in the curriculum process?
13. To what graduate-level university education programs do teachers have ready access? When were they last enrolled and for what courses? What are their plans for remaining current professionally?
14. To what extent are teachers given time to visit each other's classes or other schools and to discuss the methods and materials used therein?
15. To what extent are teachers encouraged to try new instructional methods?
16. Do teachers have reasonable class sizes?
17. How are specific teaching assignments in social studies determined?
18. How are instructional materials selected? Have guidelines been established?
19. Is the budget for the social studies program reasonable?
20. To what extent are the teachers involved in the selection of new instructional programs? Are materials available for students with various learning needs?

Program Improvement and Implementation

Introduction

This section provides guidelines for developing and maintaining the necessary components of high quality social studies programs. While well reasoned curricula are necessary for effective social studies instruction, curriculum documents will not in and of themselves ensure programs designed to promote excellence. Carefully developed curriculum documents provide for courses of study consistent with:

- the knowledge and practices of the respective disciplines
- accepted theories of learning and child development
- strategies for linking various areas of study to major concerns and issues that transcend individual disciplines

Effective educational programs also attend to the human dimensions of teaching and learning. High caliber teachers exhibit vitality—a sense of purpose and excitement about the tasks at hand. They also have a commitment to their instructional programs, a personal belief in the worthiness of the program's goals and activities, as well as a willingness to work toward their attainment. Additionally, effective educational programs strive to enhance the collegial spirit generated by mutuality of purpose and the sharing of both accomplishments and dilemmas.

Curricular recommendations discussed in this guide might well serve as benchmarks for assessing the quality of social studies programs. Local program review efforts should help individuals develop a renewed commitment to their efforts and enhance their ability to address teaching tasks with vitality. Program review activities can also contribute to the efficacy teachers bring to their teaching. Teachers who have a clear view of what they are about and possess the necessary skills and materials to achieve their goals are more likely to believe that their efforts can make a difference. That is why effective program improvement and implementation efforts are usually linked to high quality, ongoing staff development and supervision activities.

Program Improvement and Implementation Components

Curriculum development and management, program and teacher supervision, and staff development are ongoing tasks. High quality programs may have identified beginnings, some general guidelines, and recommended activities. However, when we stop working at maintaining the vitality of the program and its teachers, it is highly probable that some strengths of the program will begin to wane.

Teachers who view themselves as members of a profession of high calling best accomplish the task of social education.

Teachers who view themselves as members of a profession of high calling best accomplish the task of social education. Such persons either have, or seek to acquire, control over the important decisions that affect the practice of their craft. They work at creating the knowledge and techniques appropriate for instruction in their disciplines. They accept, and often demand, ownership regarding the central choices required for the development and implementation of effective teaching. They develop a network of colleagues and resources. They seek to gain control over the resources needed to act on their educational beliefs and goals. Teachers need to be encouraged to participate in the ongoing struggle of moving from the role of educational technologist—one who dutifully follows the teacher's manual or curriculum guide—toward the role of professional educator—one who is a continual learner and who strives to increasingly articulate the essential purposes and practices of the profession.

Figure 8 indicates three components of effective program efforts: curriculum development and program management, staff development, and growth oriented supervision. As indicated by the dotted lines, no clear demarcation separates the various aspects of quality educational programs. In fact, these components tend to complement each other. Strengths and weaknesses in one dimension often contribute to like characteristics in the other two dimensions.

Curriculum Development and Program Management

The various components of this guide can serve as starting points for reviewing the comprehensiveness of local social studies programs. For example, does the local program include all components here delineated? How do grade level/course offerings compare to the outlines presented in this guide? What are the unique features of the social studies program? Are there special components designed to capitalize on the strengths and interests of the staff, students, and community?

This social studies guide should not be viewed as the mold for all Wisconsin classrooms. More appropriately, it is a tool for focusing attention on significant content and issues in social studies education. Each district is ultimately responsible for developing its own curriculum as an organized set of learning experiences designed to address locally defined educational goals.

This document offers a listing of the necessary components of programs that strive for excellence in social studies education. Local districts can use this statement as a starting point for a systematic review of their social studies program. Bringing teachers together to discuss the purposes and practices of their curriculum is the first benefit of these reviews. Teachers need to regularly review their commitment to the stated curriculum and develop a renewed understanding of how their individual efforts contribute to the overall social education of young people.

Figure 13

Aspects of Ongoing Program Improvement Implementation

Curriculum Development and Program Management

- Keeping current on the thinking in various content areas
- Translating research findings into classroom strategies
- Identifying and resolving scope and sequence issues
- Indentifying teaching and resource materials
- Responding to mandates from a variety of sources

Staff Development

- Participating in professional meetings and workshop seminar opportunities
- Challenging existing perceptions and patterns of action
- Linking teachers and outside resource persons; network development
- Responding to teachers' inquiries, problems, ideas, and suggestions

Growth-Oriented Supervision

- Helping teachers and administrators develop personal and professional growth plans
- Providing structured feedback
- Serving as a liaison between people with similar interests
- Attempting to overcome reasons or excuses for not doing important tasks
- Generating alternatives

Listed below are some starter questions and beginning strategies for encouraging comprehensive program reviews.

Grade level and course discussions. Do teachers responsible for the same grade or course share a common view of the primary purposes and content of their efforts?

Companion grade level and course evaluations. Are expectations across grade levels and courses consistent from teacher to teacher and grade to grade?

Treatment of the social sciences. Does the K-12 program provide a balance among United States studies, global themes, and the several disciplines that comprise the social sciences while stressing the development of thinking skills?

Omissions and overlap. When areas of overlap and omissions are identified? Are these by conscious choice or merely examples of conflicting expectations or oversight?

Local concerns. What are the issues and concerns that challenge the efficacy of local social studies efforts?

Successful program reviews have multiple effects. First, such reviews should contribute to increasing teachers' commitment to their social studies program. Second, the collective outcome of serious program reviews should be a set of statements that list the strengths of the current program and suggestions for program changes. These changes may require new materials, or a call for new courses, or new alignments of course offerings. In most cases, any significant change will require that teachers develop new perspectives or skills or often both. Finally, effective program improvements must be linked to effective staff development.

Staff Development

Staff development is the ongoing task of supporting people as they attempt to cope with professional problems in their day-to-day work, act on some of their ideals and dreams about education, and expand their professional expertise and involvement. Staff development is not merely "fixing" people who seem to need training in some area. Nor is it simply the task of filling gaps in an individual's education to make one "fit in." Staff development, like personal growth, is the never-ending process of discovering new ways of perceiving, acting on, and coping with the environments we encounter.

Effective curricular change efforts often are linked to well planned staff development programs. Actual curricular change and program improvement are far more complicated than merely calling attention to a

new idea or identifying a problem and directing teachers to "do something" with the idea or problem. Individuals need time and assistance to integrate new ideas and issues into their current set of teaching and learning strategies.

Hall and others have identified stages of personal concern surrounding innovations (Hall, Wallace, and Dossett). This hierarchy lists seven stages, moving from nonconcern to a level of personal involvement that enables participants to suggest alternative innovations. Hall's Stages of Concern are: nonconcern, awareness, informational, personal, management, collaboration, and refocusing. Growth-oriented staff development must be prepared to deal with varying levels of concern. This may require developing a more individualized strategy for inservice education.

Hall's stages also point to the need for a systematic staff development program that guides the implementation of an innovation. One cannot assume that a dynamic, "one-shot" introductory inservice will produce change. Possibly the most glaring weakness of the guest speaker model of inservice education is its apparent disregard for developing skills needed to move from a new awareness or idea to new patterns of interaction. Argyris states, "Motivation and knowledge must be accompanied by competence and skill" (Argyris, 1976). Developing competence and skill are as much a part of inservice education as the introduction of new ideas. Successful change is the result of a systematic program for developing new skills and perspectives linked to goals (McLaughlin and Marsh, 1978).

People need ongoing support throughout the program improvement process.

People need ongoing support throughout the program improvement process. Early experiences with new materials, content, and new styles of student-teacher interaction can be unsettling. Skills and strategies that seemed highly appropriate during curriculum development and subsequent training sessions may flounder in specific classroom settings. Teaching strategies may need to be modified; additional skill training may be required; teaching materials may need to be reworked. Resource persons need to be available to teachers as they deal with these difficulties. Briefly stated, implementing curricular change is a long-term process, requiring commitment, knowledge, skills, and ongoing support.

Staff development efforts might focus on several issues.

- Helping teachers develop an expanded perspective on the general purposes of social studies education and how their individual efforts can contribute to accomplishing these purposes.
- Identifying the changes of perception and of instructional techniques required by any new curricular focus or extension of instructional styles.
- Providing training for using new teaching strategies and instructional materials.
- Expanding the commitment to alternative ways of thinking about and implementing social studies education at specific grade levels and in content area courses.

Growth-oriented Supervision

Effective implementation of newly identified program goals and practices require regular feedback and support. Both colleagues and those responsible for teacher supervision should offer feedback and suggestions on the consistency of instruction and the appropriateness of program goals and practices.

Colleagues need to share both their successes and concerns. Supervisors should devote some attention to providing feedback on teachers' efforts related to the specifics of the social studies program. This feedback should include regular, focused discussions between the supervisor and teacher on the general nature of social studies education in that teacher's classroom and the specifics of daily lessons. Pre- and post-observation conferences can address both issues of content and teaching style. Classroom observations may target specific aspects of the teaching and learning connection. Whatever the focus of a specific supervision episode, both the supervisor and teacher need to link the tasks of the day to the overall social and general education of students.

Supervision may be an issue of concern or a source of useful information for both the teacher and supervisor.

Supervison may be an issue of concern or a source of useful information for both the teacher and supervisor. Many effective supervision strategies have been developed. Below are listed a few that stress cooperation among teachers and supervisors.

- Peer observation and support sessions: Teachers should observe other teachers and have an opportunity to share their perceptions and questions with one another.
- Task–specific and content specific–feedback: It is easier to provide useful feedback if both the supervisor and teacher agree on the focus of the supervision visit and what might be reasonably expected to happen during a given class period. This fact speaks to the critical need for both pre- and post-visit discussions to ensure that a common view exists of what should be happening during the observed class period.
- A review of lesson plans and tests: Over time, do the lesson plans and tests reflect the goals and activities expected at this grade level in this class? Are alterations and omissions conscious choices or merely oversights?
- Student conferences: Do students have a general understanding regarding what is expected of them and why? Do they view their studies as a good use of time and effort?
- Reference to accepted experts and practices: Are content and instructional strategies consistent with current thinking by experts in the respective disciplines?

Summary

Transforming this curriculum planning guide into actions that can have an impact on social studies programs will require work, time and cooperation. Teachers need to renew their commitment to a set of K-12 program goals. The specifics of grade level and course instruction require careful planning by individual teachers and a generalized understanding of each teacher's contribution to the overall social education of students. Desired changes must be supported by ongoing staff development and focused supervision. Effective social studies programs are characterized by a consensus on general purposes; effective classroom instruction; ongoing staff development; and reflective, supportive supervision.

The Wisconsin Association for Supervision and Curriculum Development can offer resources and support in improving and implementing an effective social studies program.

Effective social studies programs are characterized by a consensus on general purposes; effective classroom instruction; ongoing staff development; and reflective, supportive supervision.

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5

The Computer Revolution

The computer revolution is not only underway but has arrived in full force. Of course, the world has experienced previous revolutions (military, social, and economic), but the computer revolution is rapidly transforming the world. In time few aspects of society will remain unscathed by the computer and computer technology. Already, we rely on computers as we go about our daily tasks. We send and receive electronic mail, rely on satellite weather reports, transfer funds electronically to buy goods and services, use computer teleconferencing to conduct business, maintain a variety of personal information data, or engage in shopping via a home computer.

Early skepticism related to computers is waning among teachers as most attain some level of computer awareness. Many are developing skills and proficiency in using computers in an educational setting. It may be useful for teachers to again consider Hall's Levels of Concern (discussed in Section 4) and apply that model to computer use. When applied to computers, the following might be appropriate considerations.

Level 1 - Nonconcern: Computers will never affect my teaching.
Level 2 - Awareness: Everywhere I turn, I see computers, computers, computers!
Level 3 - Informational: Where can I learn more about how computers are used in schools?
Level 4 - Personal: I wonder if I am technologically minded enough to use computer instruction.
Level 5 - Management: How could I work computers into social studies instruction? How do I get computer software?
Level 6 - Collaboration: Many of us are experimenting with computers, but I wonder how we ought to coordinate our efforts to use the computer more effectively?
Level 7 - Refocusing: How could we reorganize our school to make better use of computer instruction?

Schools, like other institutions, have been profoundly affected by the computer revolution. Administrators, teachers, school board members, parents, and students are all involved to a degree with the new computer technology. During the last decade, computers invaded the schools and today many schools have one or more computers available to teachers and/or students. A number of schools have set up well-equipped computer laboratories. Other schools have placed one or more computers in individual classrooms. Still others have decided to place computers in the media center. These decisions have an impact on instruction. Even though thousands of computers are used in schools, they remain controversial in that they are costly, require training, and remain largely unproven in terms of student learning.

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Proponents of computers or microcomputers hold high expectations that the new technology will be a major force in shaping education in the future. Computers, they predict, will lead to more efficient, effective, and creative instruction, since they can provide feedback to answers, retrieve large amounts of data, and store information. Many believe computer use will lead to significant changes in school organization and management. Others are more concerned with what computers can and cannot do today.

At present, two generally accepted types of computer usage in education are as a teaching device and as a management system for recordkeeping, filing information, assessing reading levels of materials, and so forth. This section of the guide will focus on computers as interactive instructional devices that serve the needs of individual or groups of students. Many names are used—"computer-assisted or computer-aided instruction (CAI)," "computer-based instruction (CBI)," or "computer-assisted or computer-aided learning (CAL)"—to describe this type of instruction. For the most part, the terms are interchangeable.

Computer Software

In order to provide computer instruction and computer learning, computer equipment called "hardware" is needed. Hardware consists of the central processing unit that is the "brain" of the computer and controls its operation, a keyboard that allows the user to input information, and a monitor that displays information (output). Many computers have peripheral equipment such as printers, plotters, modems, and videodisks, which allow them to carry out additional functions. "Software" refers to computer programs that are preprogrammed on disks (or diskettes) developed to instruct the computer to carry out specific tasks. Quality software programs also have excellent printed documentation, materials, and instructions for teachers and students. Computers seem to have the potential to enable social studies teachers to achieve the goals of the social studies program by helping students learn content, concepts, and skills.

Computer programs using one or more of the following techniques are available for instruction in the social studies or other curricular instructional areas.

Drill and practice. These computer programs present exercises to supplement classroom instruction in order to help students review previously studied materials, memorize facts, or master skills. These programs usually ask the student questions, and provide immediate evaluation to the student's response, often providing comments about overall performance. Drill and practice programs use the computer at the simplest level and emphasize learning basic information.

Tutorial. The computer uses a variety of instructional processes to tutor the student in new concepts and skills, often on a one-to-one basis. The instructional processes may include the introduction of new material, various drill/practice routines, performance monitoring, work to remediate a student's weakness, and performance evaluation. The software can

be programmed to provide appropriate practice and reinforcement through branching of the specific concepts and skills being taught. Most often the cognitive objectives of the tutorial programs are knowledge acquisition and comprehension.

Inquiry/problem solving. The computer encourages students to explore concepts within the context of a question-and answer dialogue, in which the computer responds to the student's questions and comments. In effect, the student becomes a problem developer and problem solver. Students are able to test hypotheses and possible solutions to a variety of real problems by using synthesis-level thinking skills. Some programs also encourage the development of social participation skills through cooperative behavior in solving the problem.

Educational games. The computer places the student in a competitive situation (game) with a set of rules. By scoring points and winning or losing, students develop a variety of concepts and skills, including decision-making skills. Students can compete against the computer, another person, or against themselves. This format is usually highly motivational and allows students to apply previously learned skills with accuracy and efficiency.

Simulation. The computer provides an imitation of real situations that require students to become part of a simulated reality. Through simulations, students are able to study social conflict, historical events, and other "real world" systems. Students are given the opportunity to practice decision-making skills by using the simulation to create a laboratory within the classroom setting. The use of simulations enables students to apply and analyze basic social studies principles and concepts in one or more meaningful ways. The simulation model may be a mental construct, physical, mathematical, or computer program model. One strength of simulations is their capacity to help students practice problem solving.

Models. The computer enables students to develop and create their own models of systems and then test whether or not their models are appropriate for the task. The computer provides a model of a system along with rules and needed data thereby allowing the student to predict and test the system's operation. By observing the consequences of changing conditions and making assumptions, students are able to develop higher-level thinking skills through problem solving.

Graphic usage. The computer allows students to construct two-dimensional color diagrams, charts, and maps in sequential steps, thereby enabling them to make judgements from available data. These results may then be demonstrated graphically.

Writing through word processing. The computer aids students in preparing writing assignments by enabling them to edit, correct, and revise their work. Their overall writing skills improve by allowing the student

to focus energy on organization, composition, and expression. Writing, as a mental manipulation of language expressed graphically, is a higher-level thinking skill that involves analysis, synthesis, and evaluation.

Social studies computer programs are somewhat limited, and their development may be behind some of the other curriculum content areas. Software producers are becoming more responsive to the needs and demands of social studies teachers as more teachers are including computer instruction in their courses. Computer programs are available in the public domain, and social studies teachers may want to acquire these programs. Costs of computer programs range from $10 to $200 or more (several sources of information regarding computers, software, and their sources are listed on pages 167-168). As computer technology develops, additional resources will become available for classroom use. It behooves the classroom teacher to keep an eye open to new developments in this rapidly changing field.

Table 2 identifies examples of computer software by program type, program name and developer, and approximate grade level. The programs listed may fit into one or more of the computer program categories and at times may be used at grade levels other than those indicated. Two other cautions seem in order. One is that many of these programs are not available for all computers and models; second is that the titles of the programs may vary depending on the computer brand for which they were written.

Table 2

Examples of Computer Software in Social Studies

Program Type	Name and Developer	Level
Drill & Practice	Games of the State (Milton Bradley)	Elementary
	Atlas of Canada (Atari)	Elementary
	European Countries & Capitals (Atari)	Elementary
	Continent (MECC)	Secondary
	Foreign Governments & United Nations (SEI)	Secondary
Tutorial	Learning Company Demo Disk (The Learning Company) Includes exerpts from 6 programs: Rainbow, Bumble Games, Bumble Plot, Gertrude's Secrets, Gertrude's Puzzles, and Rocky's Boots)	Elementary
	U.S. Constitution Tutor (Micro Lab)	Secondary
	Demo-Graphics (Population Dynamics Corp/CONDUIT)	Secondary – College
Inquiry/Problem Solving	Energy Czar (Opportunities for Learning)	Secondary
	Time Traveller (Opportunities for Learning	Secondary
	The Prisoner (Opportunities for Learning)	Secondary
	Weather Command (EAV)	Secondary
Education Games	You and Your World (Advanced Ideas)	Primary
	Meet the Presidents (Versa)	Middle School
	Geography Scramble (Notable Software)	Elementary
	Empire (Edu-Ware)	Secondary

Program Type	Name and Developer	Level
Simulation	Lemonade Stand (Name may vary) (MECC)	Primary
	Oregon Trail (MECC)	Elementary
	Cartels and Cutthroats (Strategic Simulations)	Secondary
	Millionaire: The Stock Market Simulation (Blue Chip Software)	Secondary
	You're the Banker (Federal Reserve of Minneapolis)	Secondary
	President Elect (Strategic Simulations)	Secondary
Models	Limits (Creative Software)	Secondary
	Malthus (Longman)	Secondary
	Revolutions: Past, Present and Future (Focus Media)	Secondary
Graphic Usage	Koalapad Touch Tablet & Micro Processor (Koala Technologies)	Elementary
	PFS Graph (Software Publishing Corporation)	Secondary
Word Processing	Let's Explore Word Processing (Milton Bradley)	Elementary
	Homeword (Sierra)	Elementary
	Bank Street Writer	Elementary

Introducing Computers to the Classroom

Teachers anticipating use of computers in their classrooms should first become familar with computer hardware and its basic operation in order to reduce anxiety. Second, a review of available computer software should include classroom testing and evaluation. Since numerous individual and commercial software producers exist, it may be useful to refer to one or more software directories or computer magazines that describe, review, and often evaluate software programs.

When evaluating software, individual teachers may want to ask the following questions.

- How can I use a computer effectively in my social studies course?
- Does this program match the curriculum and my specific course objectives?
- Is the program well designed to present social studies content, concepts, and skills appropriate to the maturity level of my students?
- Does the program maintain the interest level of my students and does it provide easy use?
- Are the support materials for teachers and students sufficiently clear, detailed, and accurate?
- Are the graphics and sound clear? Is the program well written? Can the lesson be saved for future use? Are the "escapes" appropriate?
- Is there an evaluation component to the program?
- Do the programs portray minorities and women accurately? Is the violence controlled?

The National Council for the Social Studies, computer centers, and several computer periodicals have developed guidelines and evaluation forms to help teachers critically and effectively evaluate computer software. Teachers should not rely on catalogue descriptions alone.

Third, teachers will want to review the local district curriculum and their own learning activities to determine whether or not aspects of the curriculum lend themselves to computer instruction. If so, they need to decide how computer learning activities will be included in the instructional unit. Fourth, teachers will either select existing packaged software or meet with programmers to develop local programs. It is not necessary that all teachers become programmers, only that programmers are available, if needed. Fifth, staff development opportunities and consultant services should be available throughout the school year to help teachers who are using computers. Teachers deciding to include computer instructional activities may decide to take computer courses or learn how to use computers on their own. A variety of "how-to" materials are available to help teachers learn computer operations on their own. Many communities have computer clubs and readily share news and new developments. Through practice and experience, many teachers will become comfortable and confident in their use of computers in their classrooms.

A word of caution: not all programs will operate on all computers. For the most part, programs written for one computer brand and model are not compatible with other computers. It is a good idea to be certain that the

program purchased will operate on the computer equipment available in your classroom or school. Unused software is costly and benefits no one.

Database Management System

One software tool that offers great potential in social studies education is a database management system (DBMS). In general terms, a DBMS provides ways of storing information, retrieving desired parts of it, manipulating the information to solve problems, and reporting results to others. Some commercial versions—lik D BASE II and Keystrokes - are complex and require more powerful hardware than most schools have. The *PFS File*, *Report*, and *Graph* make up one of the simplest commercial systems. A version designed specifically for social studies education is available from Norris and Steve Sanders for use in cooperative classroom experimentation. (Write to: 2408 DePrey Street, Green Bay, 54301).

To envision more clearly the operation of a database management system, think of the cumulative files on students in the school office. Each folder contains forms listing a student's name, address, medical history, standardized test scores, grades, remarks by teachers, and so forth. If a student encounters difficulty in class, a teacher can peruse the file for clues. A clerk can go through all the files to see who needs a booster innoculation. A principal can study the files to decide how to divide 50 first graders into two classes of teachable second graders.

A database management system is much like the filing cabinet full of individual folders. The difference is that the files are on floppy disks and the computer is used to retrieve, process, and report the desired information on a screen, printer, or plotter. It would be a tremendous job to check the cumulative files for innoculation shots for every child in a large school; a DBMS can do it in seconds and print out the results.

Education Applications for DBMS

A DBMS has a much wider educational application. One of the insights students fail to achieve by reading textbooks is the volume of information accumulated over the last several decades and stored on various disks and tapes around the world, with the highest concentration in the United States.

Within the context of this information explosion, the database management system is one of the most important tools. Almost every social topic—whether it be unemployment, poverty, national power—is measured and recorded and then remeasured through time to monitor trends. Few people will become experts in data processing, but everyone should have enough general understanding of what the data managers are up to that they can act wisely as citizens and consumers. Social studies programs can provide students the necessary knowledge.

Younger Students

For the late primary and intermediate levels, a familiar series of lessons is built around a student survey. Each pupil fills in a questionnaire with items like the following.

■ **Sample**

Student Survey

1. **What is your name? _____ age? _____ height? _____**
2. **How many blocks do you live from school? _____**
3. **What pets does your family have? dog? ____ cat? ____ goldfish? ____ bird? ____ other? ____**
4. **How many brothers and sisters do you have? _____**
5. **Have you ever broken a bone in your body in an accident? yes ____ no ____**
6. **Do you wear a seat belt when you ride in a car? yes ____ no ____ sometimes ____**
7. **What is your favorite color? red ____ orange _____ yellow _____ green _____ blue _____ indigo _____ violet _____.**
8. **What is your favorite TV program? (Examples)**

When the questionnaires have been filled in, the information is entered into a database management system, such as PFS File, reported and graphed with each student's answers making up the file. Questions like these can then be asked of the computer.

- **How many of our families have pets?**
- **Do our families have more cats or dogs?**
- **How many students have more than two other children in their families?**
- **How many blocks does the student who lives the farthest from school have to come?**
- **Is the favorite color of boys the same as the favorite color of girls?**
- **Make a bar graph showing how many boys wear seatbelts, how many do not, sometimes.**
- **Do boys break more bones in accidents than girls?**
- **Make a pie graph showing the favorite colors of students in our class.**

The possibilities are endless for gathering different kinds of data and asking the computer to process the information in different ways.

It is not necessary for teachers to know program BASIC or any other language, but they must be able to turn on the computer, boot the

appropriate disk, and follow instructions for entering and retrieving information in a DBMS software program. The magnitude of this learning is about the same as learning how to drive a car and pass a written test on rules of the road. A nontypist can get along, because only short phrases and numbers need to be typed and they can be managed with the "hunt and peck" system. Taking an introductory computer course is helpful, but figuring out procedures with written instructions is entirely possible, especially if a friendly and knowledgeable teacher can be consulted occasionally. In view of the fact that there are five times as many microcomputers in homes as in schools, other students and parents may provide assistance as well.

United States Studies

In a fifth-grade social studies class, the subject matter usually involves the history and geography of the climate, resources, and demographics of the 50 states. The units then go back in time and, near the end of the year, return to the United States today. The most natural DBMS would contain a file of information on each state. Textbooks have traditionally contained charts in the appendix listing information on each state (population, area, major products, number of physicians, average income per person, name of the state flower, and so forth). Students can still answer questions from such data. However, the DBMS can provide more sophisticated responses, for example, the DBMS can compute the number of people per doctor per state and rank order the states. The results can be entered onto a map or graph. Students can ask interpretive questions: for example, do states with the highest percentage of college graduates also have the highest income per person?

For teaching United States history in secondary school, the database before the Civil War are comparatively sparse. The demographic and economic data after the Civil War increase substantially and can be found in *Historical Statistics of the United States*. Enough information exists for a sequential database on United States history related to its rise as an industrial nation and world power, growth of the labor movement, improvement in health and education, and the rising standard of living. Use of data in timelines takes on a whole new dimension in the classroom. On the secondary level, several computers in a classroom allow small groups each to define a problem in their own way and work out an answer on a DBMS. It only requires that one person in each group be familiar with the computer and software; the others can learn.

With computers it is feasible to have data on every one of the more than 3000 counties in the United States. Even small towns and cities can be included in files. How interesting it would be to have a variety of data on every town in the United States that is similar in size to the one in which a particular school is located! We could not do that without computers.

Database as a Primary Source

For years, historians have been urging teachers to introduce primary sources into instruction, but seldom was this practical. A generation of history students grew up with Commager's documents as raw data, but it was really a narrow introduction. Exposing students to social data is a big step toward giving them undigested data to work with rather than generalizations to recall. Like Commager's documents, these data represent only a narrow range of experience in the spectrum of historical research, but it is a good dimension in the Information Age.

World Studies

Cultural and world studies, commonly assigned to sixth, seventh, and ninth grades in curriculum proposals, present an ideal opportunity to introduce a database management system. Textbooks often have charts in the appendix showing information for all nations on population, growth rate, capital city, gross national product, and major exports and imports. In 1984, Scholastic's student periodical, *Update*, presented dozens of features of all nations in its popular fall feature issue. As important as the information is, it is small compared to what could be done with a good database management system. Students need not use all of the information in a DBMS any more than they use all cards in a library card catalogue or all entries in an encyclopedia. But just as a larger number of books in a library is an advantage in research, so are a larger amount of data in a database, especially because the computer can do much of the work of searching, sorting, manipulating, and reporting.

Data Sources

Such applications raise immediate problems. Although abundant social information is available from sources such as those listed at the end of this chapter, these data must be put into an accessible form for classrooms. Inevitably social studies textbooks will soon offer social data on disks with built-in database management systems. Some may update the data on an annual basis. This will be convenient but expensive.

Could our profession take over the responsibility of assembling data and packaging it appropriately for various grade levels? This would seem to be much more cost efficient. In time the information may be offered on an online database, into which every social studies classroom could withdraw information it needs.

Describing all these possibilities for data processing invites a loss of perspective. Social sciences are leaning in the direction of numbers and computers, but this will remain only one feature. One of John Naisbitt's megatrends is "high tech, high touch" (Naisbitt). There must be a soft side of technology, or people will reject it. Software authors

strive for programs that are "user friendly." The importance of human relationships in the classroom need not be diminished by the presence of computers and databases. True, it is not the same world in some respects, but the most important dimension of a classroom will continue to be humans learning together. We want to discover how to use computers in ways that bring out the best in us, not only as rational problem solvers but as people.

The following resources are available from the United States Department of Commerce, Government Printing Office, Washington, D.C. 20402.

Census of Population, 1980
Census of Housing, 1980
Economic Census, 1982
Census of Government, 1983
Census of Agriculture, 1982
Statistical Abstract of the United States, 1984. (Mainly political, social, economic comparisons of states in the United States; some time series; some international data.)
County and City Data Book, 1983. (A supplement to Statistical Abstract but reporting data on city and county levels.)
Historical Statistics of the United States: From Colonial Times to the Present, 1976.
Climatic Atlas of the United States, 1983. (Everthing you want to know and more about United States climate.)

The following resources are available from the United Nations Publishing Division, New York, NY 10017.

Population and Vital Statistics Report. (Quarterly; latest census returns, statistics on birth, death and infant mortality in all countries.)
Yearbook of Industrial Statistics. (Annual)
World Statistics in Brief. (Annual; statistical indicators for 156 countries.)
The Book of the States. Lexington, KY: Council of State Governments, 1984. (Annual; comparative data on state laws, political and public economics.)
Edelhart, Mike and Davies Owen. *Omni Online Database Directory*. New York: Macmillan, 1983.
Kurian, George. *Encyclopedia of the Third World*. 3 vols. New York: Facts on File, 1982. (Includes both narrative and statistical information on all third World nations.)
_____. *World Data*. New York: Newspaper Enterprise Assoc., 1983. (Demographic, economic data on U.S. cities over 5000, states, counties, and nations.)
Lane, Hans U. *The World Almanac and Book of Facts*. New York: Newspaper Enterprise Assoc., 1985. (Annual)

Moody's Investor Service. *Municipal and Government Manual.* New York: Moody, 1984. (Economic survey and bond rating on local level.)

Municipal and Government Manual. New York: Moody's Investor Service, 1984. (Economic survey and bond rating on local level.)

Taylor, Charles Lewis and David Jodice. *World Handbook of Political and Social Indicators.* 3d ed. New Haven: Yale Univ. Press, 1983. (Two volumes; tremendous amount of social, political, economic information on all nation.)

Reference

Naisbitt, John. *Megatrends.* New York: Warner Books, 1982.

6

Social Studies Organizations

Our rapidly changing world and the knowledge explosion requires social studies teachers to expand their perspectives with new information and additional skills. Accelerated political and economic change and growing global interdependence also increase the concern of individuals and groups to heighten recognition of cultural diversity and economic well-being. All of this suggests a growing need to develop additional teaching skills and sources of knowledge. This part of the *Curriculum Planning Guide* assists educators to become aware of several resources for professional growth. Many of these organizations also provide information and materials for classroom use.

Learning is acquired by reading books, but the more necessary learning, the wisdom of the world, is only to be acquired by reading people, and studying all the various editions of them.
–Lord Chesterfield

National Council for the Social Studies
3501 Newark Street, N.W.
Washington, D.C. 20016

The social studies educator would do well to first contact the National Council for the Social Studies (NCSS), the major national organization for social studies educators. The NCSS is an umbrella organization for elementary and secondary classroom teachers, social studies curriculum leaders and supervisors, and college and university faculty in social studies education and the social science disciplines. Each year (usually in November) the NCSS sponsors an annual conference that attracts thousands of social studies educators from around the world. In addition, NCSS helps to sponsor several regional conferences each year at various sites in the United States. The NCSS has a strong publications program, which includes a journal, *Social Education*, and a newsletter, *The Social Studies Professional*, both with articles related to social studies curriculum and instruction as well as other concerns of social studies educators. The College and University Faculty Association of the NCSS publishes a quarterly, *Theory and Research in Social Education*. Several bulletins on important issues in social studies and other timely publications are available to its members on a regular basis.

Wisconsin Council for the Social Studies
c/o James Snavely, Executive Director
Kohler Public Schools
230 School Street
Kohler, WI 53044

Wisconsin has a strong and active social studies professional organization, the Wisconsin Council for the Social Studies (WCSS). The WCSS membership includes more than 1,000 social studies educators working at different levels in different settings throughout the state. The WCSS

conducts an annual spring meeting; periodically publishes a newsletter, *The Podium*; and sends announcements and other information of interest to its members. The WCSS is affiliated with the NCSS and is an active participant in the Great Lakes Regional Social Studies conferences.

ERIC Clearinghouse for the Social Studies/Social Science Education (ERIC/CheSS)
855 Broadway
Boulder, CO 80302

Please check with the Department of Public Instruction for any change in address of the social studies ERIC Clearinghouse.

Social Science Education Consortium
855 Broadway
Boulder, CO 80302

Two other sources for general social studies information are the Social Science Education Consortium and the Educational Resources Information Center Clearinghouse for Social Studies/Social Science Education (ERIC/CheSS). The consortium is a nonprofit educational organization of social scientists and social studies educators and provides both services and publications: *The SECC Newsletter* and the *Social Studies Curriculum Data Book*. The latter provides a somewhat detailed analysis of current social studies materials and products.

ERIC/CheSS is invaluable as a clearinghouse for the most current published and unpublished materials (documents, guides, units, project reports, and research) in social studies. The clearinghouse publishes two indexes, *Resources in Education (RIE)* and *Current Index to Journals in education (CIJE)*, as guides to available social studies and other educational materials. The indexes are located at many colleges and university libraries. Many of the resources listed in *RIE* are available on microfiche or can be obtained through interlibrary loan arrangements. Educators working on curriculum or developing new instructional units may want to initiate their efforts by consulting these sources to learn about current trends and practices in the field.

Economics

Joint Council on Economic Education
2 Park Avenue
New York, NY 10016

American Economic Association
1313 Twenty-First Avenue, South
Nashville, TN 37212

Social studies teachers with a special interest in economics should contact the Joint Council on Economic Education (JCEE), an independent, nonprofit, nonpartisan organization. The JCEE was organized in 1949 to improve economic education and to serve as a clearinghouse for economic education information. The JCEE has an extensive publication program that provides numerous resource materials for teachers. For example, Part I of the *Master Curriculum Guide in Economics* is intended to help teachers integrate important economic concepts into the curriculum. Part II of the guide consists of teaching strategies designed for use at the primary level (grades 1-3); intermediate level (grades 4-6); junior high level (grades 7-9); and at the secondary level in world studies, United States history, basic business and consumer education, and a capstone course in economics. The guides were developed by economic educators and economists for the JCEE. All of the teaching strategies have been field tested and will enhance the economic content of the curriculum. At present there are 50 state councils and 275 teacher training centers for economic education affiliated with the JCEE.

Educators wanting to have access to the latest information on economic education publications should contact the JCEE and request to have their names placed on the mailing list for *Checklist*, an annotated listing of currently available JCEE publications. *Checklist* is published twice yearly. Each quarter the JCEE publishes the *Journal of Economic Education*. In addition, the JCEE is in the process of developing a variety of computer software programs to assist students to learn more about economic concepts and enhance their decision-making skills. These efforts will help to meet the demand for quality computer programs and will introduce students and teachers to microcomputers and selected economic concepts and skills.

Wisconsin State Council on Economic Education
William Hill, Executive Director
P.O. Box 591
Milwaukee, WI 53201

An integral part of the JCEE network of economic educators is the Wisconsin State Council on Economic Education, an independent, nonprofit, nonpartisan organization established in 1963, and the eight state-affiliated Centers for Economic Education. The state council and several of the local centers offer a wide variety of academic year and summer economic workshops and programs for educators. Scholarships to help teachers defray the cost of the workshops and programs are often available as are opportunities for participants to preview new instructional programs and media, hear guest speakers, and participate in field trips. The JCEE, the Wisconsin State Council, and Centers for Economic Education comprise the nation's most resourceful and objective nonprofit references for improving the economic literacy of our future citizens. The bylaws of the state council require the active participation of leaders in business, industry, labor, agriculture, and education in its work.

Geography

American Geographical Society
Broadway at 156th Street
New York, NY 10032

Association of American Geographers
1710 Sixteenth Street, N.W.
Washington, D.C. 20009

The National Council for Geographic Education
James W. Vining, Executive Director
Western Illinois University
Macomb, IL 61455

Educators who wish to focus on geographic education have three influential national geographic associations: the American Geographical Society (AGS), the Association of American Geographers (AAG), and the National Council for Geographic Education (NCGE). Each organization has a fairly extensive publication program. For example, the latter two associations recently published *Guidelines for Geographic Education - Elementary and Secondary Schools*, which identifies several grade-level geographic concepts and suggests geographic learning outcomes for students. Many of these concepts and learning outcomes are included in the *Wisconsin Social Studies Curriculum Planning Guide*. Copies of these *Guidelines for Geographic Education* are available from either the AAG or NCGE for a nominal cost.

The NCGE publishes the *Journal of Geography* and has teaching and curriculum monographs of interest to educators at several grade levels; it also conducts an annual meeting in various locations in the United States, Canada, and the Caribbean. For educators, the AGS publishes *Focus* several times each year, with an emphasis on a particular country or topic from a geographical perspective. The AGS also publishes ten times each year *Current Geographical Publications*, an annotated bibliography of new information or resources of interests to geographic educators.

Wisconsin is fortunate to have ready access to the historical and current map collection of the AGS, housed in the Golda Meir Library at the University of Wisconsin-Milwaukee. This rare and valuable collection includes maps, globes, atlases, and other related materials, and is considered one of the top three or four geographic library collections in the world. On-site visits to the collection are encouraged so educators can learn first hand about the resources, services, and materials available for their use. This library is a valuable resource for educators interested in developing instructional units in geography and history.

Wisconsin Council for Geographic Education
Todd Fonstad, State Coordinator
University of Wisconsin-Oshkosh
Oshkosh, WI 54901

Geographic education in Wisconsin is enhanced through efforts of the Wisconsin Council for Geographic Education. This association sponsors fall and spring conferences at various sites around the state, provides awards for outstanding geographic educators, and publishes the *Bulletin* twice a year.

History

The American Historical Association
400 A Street, S.E.
Washington, D.C. 20003

Organization of American Historians
112 N. Bryan Street
Bloomington, IN 47401

Society for History Education
Department of History
California State University
6101 E. 7th Street
Long Beach, CA 90840

History teachers have the opportunity to join one or more professional associations for historians: the American Historical Association (AHA), the Organization of American Historians (OAH), and the Society for History Education. All three associations have a publications program, with some materials written especially for precollegiate history teachers. At their annual meetings, both the AHA and OAH frequently have sectional meetings at their annual meetings of special interest to high school history teachers.

Among the publications of the AHA are *The American Historical Review, AHA Perspectives* (a newsletter), pamphlets on historical subjects, and two bibliographic series, *Writings on American History* and *Recently Published Articles*. The AHA maintains contact with several historical societies and offers several prizes and awards each year.

The OAH publishes the *Journal of American History* and a variety of special topic studies. The Association provides scholarships to help defray expenses for secondary teachers to attend the annual meeting and soon will initiate the *OAH Magazine of History*, especially written for secondary teachers. Both associations have published guidelines concerning the preparation of history teachers.

Behavioral Sciences

American Anthropological Association
1703 New Hampshire Avenue, N.W.
Washington, D.C. 20009

American Psychological Association
1200 Seventheenth Street, N.W.
Washington D.C. 20036

American Sociological Association
Executive Office
1722 N. Street, N.W.
Washington, D.C. 20036

Educators interested in the behavioral sciences may want to join either the American Anthropological Association (AAA), the American Psychological Association (APA), or the American Sociological Association (ASA). Like other professional associations, each sponsors an annual program, with some sectionals of particular interest to secondary educators. The publications program for each of these organizations varies. For example, the APA publishes a newsletter for precollegiate educators. The journal *Teaching Sociology* may be of interest to sociology teachers.

Political Science

American Political Science Assocation
1527 New Hampshire Avenue, N.W.
Washington, D.C. 20036

Political science and government teachers may have a particular interest in the American Political Science Association, which publishes *The American Political Science Review*. Teachers focusing on law-related education may want to contact the following organizations which publish law-related curriculum materials: Law in a Free Society Project, the Constitutional Rights Foundation, the National Center for Law-focused Education, the American Bar Association, and the Wisconsin Bar Association. These organizations may be willing to provide consultant assistance for curriculum development.

Marquette University's Institute of Citizenship provides a variety of services and resources to state educators teaching about Wisconsins government. Several Wisconsin high schools are actively involved with the work of the Close-up Foundation. The foundation assists in sponsoring the Wisconsin Student Caucus and conducts seminars for teachers and students in Washington, D.C.

General Sources

Other useful sources of information are foreign nations' embassies and consulates. They will usually provide a variety of information (pamphlets, pictures, charts, posters, and media) about their nations. To secure a list of the members of the United Nations and the addresses of their permanent missions, write to the United Nations for the publication *Permanent Missions to the United Nations* or to the United States Government Printing Office for the *Diplomatic List*. There may be a charge for these publications. Several foreign countries have consulates or tourist offices outside New York and Washington, D.C.

Several agencies of the United States government (the departments of Justice, Energy, and State; the Bureau of Indian Affairs; and others) provide useful materials for social studies teachers. Teachers may contact these agencies directly or request to receive the biweekly newsletter, *Selected U.S. Government Publications*, from the United States Government Printing Office.

Wisconsin social studies teachers have valuable resource for history curriculum development within the state. The Wisconsin State Historical Society (816 State Street, Madison, WI 53706), charged by statute to collect, preserve, and interpret Wisconsin history, offers many excellent materials and opportunities both to teachers and students for studying Wisconsin's heritage and history. The society has Badger History Resource Units for students at the intermediate level as well as other publications for students and teachers. The Office of Museum Education also has a variety of publications including bibliographies, books, and materials about Wisconsin. Many of these materials are available locally or through interlibrary loan. The State Historical Society also maintains several historic buildings and attractions at several locations within the state. Visits to these sites can provide a valuable learning experience for students.

In addition, several university and college libraries, local libraries, local historical groups, and local museums also have useful archive materials and artifacts. Teachers are encouraged to contact these sources for information and assistance in teaching about Wisconsin.

Another excellent source of materials is the Social Studies School Service, which publishes annual catalogues of commercially available teaching materials (texts, filmstrips, media kits, duplicating/transparency books, games, simulations, puzzles, posters, and cassettes). In addition to the "general" catalogue, "specialized" catalogues exist for specific social science content areas such as consumer education and economics, history, computers, videos, etc.

In addition to these commercially prepared materials, many large corporations (Proctor and Gamble, McDonalds, Sears Roebuck, insurance companies, banks, utility companies, oil producers, private foundations, and others) have produced a wide range of educational materials for

classroom use by both students and teachers. Many of these materials are high quality and directly related to a specific content area or topic. The use of such materials is growing, especially with shrinking school budgets for instructional materials and resources. Teachers are cautioned, however, to be aware that such materials may reflect a single viewpoint and convey incomplete or possibly misleading or inaccurate information .

In deciding whether or not to use such materials, teachers are encouraged to respond to these and similar questions:

- Is the material related to the overall goals and objectives of the local curriculum and to this unit in particular?
- Does the material provide a clear focus on the content, concepts, and generalizations?
- Is the material accurate and does it encourage divergent thinking and allow for alternative interpretations?
- By using this material, what critical-thinking and decision-making skills will the students learn?
- Do I, the classroom teacher, have sufficient background information in order to use this material effectively?
- Does using this material require administrative approval?

Since students learn in a variety of ways, teachers may wish to include the media in their classrooms. At present, a variety of video series are aired that focus on social studies content. For example, currently such series as "Trade-Offs," "Across Cultures," "Give & Take," "Tax Whys? Understanding Taxes," can enhance student learning. These programs are aired during the school day and, under certain circumstances, may be recorded for later classroom use. Before recording these programs, it would be a good idea to contact the Educational Communications Board to make certain no copyright violations will occur.

Specialized Sources

Numerous specialized sources for information exist that may be of particular interest to social studies teachers. (This listing is not intended to be all-inclusive.) Teachers are encouraged to contact these sources for information and materials related to these topics. In some cases, there may be a charge for materials.

Assessment Information

National Assessment for Educational Progress
700 Lincoln Tower
1860 Lincoln
Denver, CO 80203

This project, sponsored by the Education Commission of the States, developed procedures to measure levels of educational attainment in several curriculum areas and among age groups; social studies and

citizenship are included. Periodic reports and copies of the social studies and citizenship goals and objectives and sample test items are available.

Wisconsin Pupil Assessment Program
Department of Public Instruction
125 South Webster Street
Madison, WI 53707

The Wisconsin Pupil Assessment Project provides the citizens of Wisconsin with information about student performance in selected academic areas and compares Wisconsin public school students to the rest of the nation in language, mathematics, and reading. At present the assessment program has three social studies content area tests available for students at grade 12: economic understanding, United States government, and geography. A United States history test is currently under development. The program also provides materials and technical assistance to school districts in Wisconsin.

Citizenship Education

American Bar Association
1155 East 60th Street
Chicago, IL 60637

This association can provide materials and human resources on law-related education.

American Civil Liberties Union
22 East 40th Street
New York, NY 10016

The ACLU provides teachers with various materials related to the defense of civil liberties.

Close Up Foundation
1236 Jefferson Davis Highway
Arlington, VA 22202

The Close Up Foundation publishes annual editions of *Perspectives* and *Current Issues* as well as C-Span video programs. Close Up is one sponsor of the Wisconsin Student Caucus and conducts annual teacher-student seminars in Washington, D.C.

Constitutional Rights Foundation
609 S. Grand Avenue, Suite 1012
Los Angeles, CA 90017

The materials from this organization can involve students in community affairs through an actual participation in the legal system.

CRF has produced a variety of social studies materials and publishes *The Bill of Rights Newsletter* semi-annually. Classroom sets are available at nominal cost.

Hadfield Citizenship Project, K-6
Waukesha Public Schools
222 Maple Street
Waukesha, WI 53186

Hadfield Elementary School has developed a comprehensive citizenship education program for students in grades K-6.

Institute of Citizenship
Marquette University
Milwaukee, WI 53233

The institute provides speakers and instructional aids for teaching about Wisconsin government.

Law in a Free Society
Charles N. Quigley
5115 Douglas Fir Avenue
Calabasas, CA 91302

This group has produced a variety of instructional materials for classroom use.

Mershon Center
Citizenship Development and Global Education Program
Ohio State University
199 West 19th Avenue
Columbus, OH 43201

The Mershon Center can help in the location and development of materials on citizenship education.

Wisconsin Bar Foundation
402 West Wilson Street
P.O. Box 7158
Madison, WI 53707-7158

The Foundation is a good resource for information on the law and law-related education in Wisconsin.

Computers

Wisconsin Instructional Computing Consortium (WICC), Ltd.
Roland Hicks, Coordinator
725 West Park Avenue
Chippewa Falls, WI 54729
(715) 723-0341

WICC is a statewide consortium of support centers which provides computer hardware and software dissemination, workshops, and in-service programs to educational agencies. WICC has access to the resources of Minnesota Educational Computing Consortium (MECC) and the Microcomputer Curriculum Program (MCP) of the University of Northern Iowa. Some CESA agencies, universities, and local districts participate in the consortium. Teachers should contact their district administrators concerning district participation in WICC.

Economics

American Federation of Labor and Congress of Industrial Organizations
815 Sixteenth Street, N.W.
Washington, D.C. 20036

The AFL-CIO has a variety of materials available to teachers related to the role of labor in American history and in the economic development of our country.

National Center of Economic Education for Children
Lesley College
35 Mellen Street
Cambridge, Mass. 02138

The National Center encourages the study of economics by elementary students through providing methods of using economic information in decision making. The Center publishes *The Elementary Economists* which allows teachers a forum regarding economic education activities at the pre-K-6 grade levels. Other materials have been published and several others are in preparation.

New York Stock Exchange
School and College Relations
11 Wall Street
New York, NY 10005

To help students learn about the functioning of the New York Stock Exchange, the Exchange provides materials and will provide a speaker to economic education programs.

Wisconsin Taxpayers Alliance
335 W. Wilson Street
Madison, WI 53703

The Alliance continues to offer several teaching aids, on Wisconsin government, taxes, and citizenship including the textbook, *The Framework of Your Wisconsin Government*, and will provide a consultant or speaker for the classroom.

Wisconsin State Council on Economic Education
William J. Hill, Executive Director
5757 N. Green Bay Avenue
P.O. Box 591
Milwaukee, WI 53201

Dr. Leon Schur, Director
Center for Economic Education
UW-Milwaukee
Milwaukee, WI 53201

Dr. Jerry Johnson, Director
Center for Economic Education
UW-Eau Claire
Eau Claire, WI 54701

Dr. Don Silva, Director
Center for Economic Education
UW-Whitewater
Whitewater, WI 53190

Dr. James Grunloh, Director
Center for Economic Education
UW-Oshkosh
Oshkosh, WI 54901

Dr. Margaret Laughlin, Director
Center for Economic Education
UW-Green Bay
Green Bay, WI 54301

Dr. Kahtan Al Yasiri, Director
Center for Economic Education
UW-Platteville
Platteville, WI 53818

Dr. Richard Keehn, Director
Center for Economic Education
UW-Parkside
Kenosha, WI 53141

Dr. Ray Skrentny, Director
Center for Economic Education
Lakeland College
Box 359
Sheboygan, WI 53081

Environmental Education

National Wildlife Federation
1412 16th Street, N.W.
Washington, D.C. 20036

This private educational organization seeks to develop an appreciation regarding wise use and management of all natural resources and has developed a variety of student and teacher materials for use in environmental education.

Wisconsin Department of Public Instruction
125 South Webster, P.O. Box 7841
Madison, WI 53707

A Planning Guide for Curriculum Development in Environmental Education. **This guide will assist social studies teachers who wish to infuse environmental topics into the social studies program.**

Ethnic Studies

Anti-Defamation League of B'nai B'rith
823 United Nations Plaza
New York, NY 10017

This group has extensive publications and media programs of interest to teachers and students, and provides conferences and programs related to prejudice, racism, and discrimination. The ADL is concerned with combating discrimination against minorities and in promoting intercultural understanding and cooperation among religious faiths.

Japanese American Curriculum Project, Inc.
414 E. Third Avenue
San Mateo, CA 94401

The JACP has a variety of educational materials for elementary and secondary students which include folktales, dolls, media, on several Asian ethnic groups. JACP develops and disseminates Asian American curriculum materials.

National Association of Interdisciplinary Ethnic Studies
Gretchen Bataille
1861 Rosemont
Claremont, CA 91711

The NAIES sponsors an annual conference and publishes *Explorations* with articles on ethnic groups, *Explorations in Sight and Sound*, which reviews media related to ethnic studies, and a newsletter several times each year.

Futures

World Future Society
4916 St. Elmo Avenue
Washington, D.C. 20014

Future Studies

World Future Society
4916 St. Elmo
Bethesda, MD 20814

For teachers interested in teaching about the future, the World Future Society should be of particular interest. The nonprofit scientific and educational association is independent, nonpolitical, and nonideological. Basically, the society serves as a clearinghouse for forecasts, investigations, and exploration of the future. It publishes a bimonthly journal, *The Futurist*, and books related to the future. In addition, members can purchase future-oriented print materials and tape recordings covering a variety of topics. The society also conducts an annual meeting.

Gender Issues

National Organization for Women
5 South Wabash, Suite 1615
Chicago, IL 60603

NOW publishes materials, including annotated bibliographies, and ideas for incorporating women into the social studies curriculum and for dealing with gender issues wherever they exist in the school.

Social Studies Development Center
2805 E. Tenth Street
Bloomington, IN 47405

The Social Studies Development Center provides programs on the research, development of instructional materials, diffusion of innovative

practices and ideas, and promotion of cooperation among groups with resources and skills to improve social studies education. Sample materials are available for a small price in order to cover the cost of handling the materials.

Government Agencies

United Nations Sales Section
Room LX 2300
United Nations
New York, NY 10017

This agency has a list of permanent missions to the United Nations and catalogues of U.N. publications and reports.

Superintendent of Documents
U.S. Government Printing Office
Washington, D.C. 20402

Publishes and distributes materials published by the United States government.

Media

Children's Cooperative Book Center
4290 Helen C. White Hall
600 N. Park Street
Madison, WI 53706

The Center has a variety of children's trade books for teachers to review and will, upon request, prepare bibliographies for teacher and student use. The Center is very useful for teachers looking for materials on Wisconsin Indians, United States minorities, and cultural groups from around the world.

Educational Communications Board
Ronald Unmacht
3319 West Beltline Hwy.
Madison, WI 53713

The ECB has a complete listing of current educational TV and Radio programming.

Political Processes

League of Women Voters
1730 M Street, N.W.
Washington, D.C. 20036

Local chapters sponsor programs related to major issues involving the political process and seek to increase informed citizen participation at all levels of government. A variety of educational materials are also available for use by social studies teachers and students.

Taft Institute for Two-Party Government
420 Lexington Avenue
New York, NY 10170

The Taft Institute has 30 prize winning lessons plans for sale on American government for K-12 teachers designed by teachers active in politics. The Institute also offers several summer seminars at several locations throughout the United States for interested teachers.

Population Education

Population Reference Bureau
1755 Massachusetts Avenue, N.W.
Washington, D.C. 20036

The Bureau has population data available concerning population growth and provides various instructional materials on this topic.

Population Council
245 Park Avenue
New York, NY 10019

This council has a variety of resource materials and population data available for educators for classroom use.

World Affairs/Global Connection

African-American Institute
866 United Nations Plaza
New York, NY 10017

The AAI seeks to facilitate and improve teaching about Africa in both elementary and secondary schools through its publications, materials collection, and provisions for conferences, professional development and assistance to local districts.

The Arms Control Association
11 Dupont Circle, N.W.
Washington, D.C. 20036

The Arms Control Association can provide curriculum guides and materials on the whole range of issues dealing with arms control.

Asia Society, Inc.
Education Department
725 Park Avenue
New York, NY 10021

The Society publishes materials, offers support programs and workshops, and evaluates pre-college materials on Asia. It also publishes the periodical *FOCUS on Asia* to deepen American understanding of Asia.

Atlantic Information Center for Teachers
1616 H Street, N.W.
Washington, D.C. 20036

This non-profit international educational project seeks to encourage the study of world affairs. It facilitates contact between social studies teachers in the United States and Europe through workshops, seminars, conferences, and publications.

Center for Asian Studies
University of Illinois
1208 W. California Avenue
Urbana, IL 61801

This Center sponsors lectures, conferences, and materials on East Asia. It also maintains a collection of K-12 instructional materials plus lists of films available for rent from the University of Illinois. In addition, the Center co-produces *Update*, a newsletter of services provided by the African, Asian, Latin American, and Russian Studies Centers' outreach programs at the University of Illinois.

Center for Latin American Studies
P.O. Box 413
University of Wisconsin-Milwaukee
Milwaukee, WI 53201

This Center has a variety of free loan films, filmstrips, and video tapes for use in the classroom. It also serves as a clearinghouse for materials and resources on Latin America. Members of the Center are willing to make presentations at professional meetings and to provide consultant services to teachers. They publish a newsletter and have a modest collection of resources on Latin America.

Center for Teaching International Relations
University of Denver
Graduate School of International Studies
Denver, CO 80210

The CTIR develops pre-college global awareness educational materials on various topics such as world culture, ethnic heritage, and

Latin America related to the social studies. For a list of current materials and resources, teachers should contact the Center directly.

Educators for Social Responsibility
23 Garden Street
Cambridge, Mass 02138

The ESR provides programs and publications (curricula, bibliographies, and activities) on the topic of war and peace.

Foreign Policy Association
205 Lexington Avenue
New York, NY 10016

The FPA provides programs and materials on all areas of American foreign policy, including the *Great Decisions* booklet. The private nonpartisan organization seeks to create informed, thoughtful, and articulate public opinion on major foreign policy topics and issues.

Global Perspectives in Education, Inc.
218 East 18th Street
New York, NY 10003

GPE provides student and teacher materials and sponsors programs on the several topics and issues in global studies. It also publishes *Intercom* which includes useful lessons and activities for classroom teachers at all grade levels.

Middle East Institute
1761 N. Street, N.W.
Washington, D.C. 20036

The Institute strives to promote a better understanding between peoples of the United States and the Middle Eastern countries through conferences, seminars, study groups, exhibits, and publications. Its film library has films available on the contemporary Middle East for modest rental prices.

Organization of American States
19th and Constitution Avenues
Washington, D.C. 20006

The OAS publishes extensive materials covering various activities about the American states, their background, and their achievements. A catalogue of publications is available upon request.

Outreach Center for Southeast Asian Studies
315 Helen C. White Building
600 N. Park Street
University of Wisconsin-Madison
Madison, WI 53706

This Outreach Center has a variety of handouts, curriculum materials, slides, and multi-media kits dealing with the peoples and cultures of Southeast Asians. These materials are available for school use for the cost of return postage.

School Outreach Program for African Studies
1415 Van Hise Hall
1220 Linden Drive
University of Wisconsin-Madison
Madison, WI 53706

The Program has approximately 100 handouts and 1500 titles of print and non-print materials, including a slide bank of pictures, for teacher and student use. The African Studies Program is willing to provide resources, materials, speakers for the classroom, offer professional development programs, and suggest approaches for teaching about Africa in the classroom.

For information on other area outreach centers, contact the Department of Public Instruction.

Free and Inexpensive Materials

Educators Guide to Free Materials
Educators Progressive Service
Randolph, WI 53956

This company publishes annually several guides to free materials in social studies, computers, films, and filmstrips. Most of the materials can be obtained at little or no cost. Often the only cost is for return postage. Ordering information is included in the guides.

Social Studies School Services
10000 Culver Boulevard
P.O. Box 802
Culver City, CA 90230

This company has extensive social studies materials available for purchase, many at reasonable cost.

Periodicals, Newsletters and Reference Books

Several of the periodicals included in this listing have a social studies focus, while others are more general but contain articles of interest to social studies teachers. Local school districts are strongly encouraged to have several of these periodicals in the professional library for teacher reference.

The Committee members developing this Curriculum Planning Guide recognize that individual teachers or schools may not have access to the periodicals, newsletters, and/or reference books listed. Teachers are encouraged to utilize the library resources and references at a nearby college or university library several times each year in order to have access to current information and knowledge in social studies.

Educational Leadership
Association for Supervision and Curriculum Development
225 North Washington Street
Alexandria, VA 22314

The Futurist
World Future Society
4916 St. Elmo Avenue
Washington, D.C. 20014

The History Teacher
Society for History Education
Department of History
California State University
6101 E. 7th Street
Long Beach, CA 90840

Interracial Books for Children Bulletin
1841 Broadway
New York, NY 10023

The CIBC promotes anti-racist and anti-sexist children's literature and teaching materials through the *Bulletin*, operates a resource center, conducts workshops, and initiates programs to bring to public attention the yet unrecognized talents of Third World writers and artists.

Journal of Economic Education
Heldref Publications
400 Albermarle Street, N.W.
Washington, D.C. 20016

Journal of Geographic Education
National Council for Geographic Education
Western Illinois University
Macomb, IL 61455

Lake Connection
UW-Extension
Environmental Resources Center
216 Agriculture Hall
1450 Linden Drive
Madison, WI 53706

Published bi-monthly to provide news and information on the Great Lakes Connection - A School Curriculum project. This newsletter will be most useful to middle grade classes.

Phi Delta Kappan
Eighth & Union
P.O. Box 789
Bloomington, IN 47402

Simulation/Gaming
Box 3039
University of Idaho
Moscow, ID 83843

Social Education
National Council for the Social Studies
3501 Newark Street, N.W.
Washington, D.C. 20016

The Social Studies
Heldref Publications
400 Albemarle Street, N.W.
Washington, D.C. 20016

Teaching Political Science
SAGE Publications
P.O. Box 776
Beverly Hills, CA 90210

Teaching Sociology
SAGE Publications
P.O. Box 776
Beverly Hills, CA 90210

Books for the Social Studies Professional Library

As with the previous listing; the books listed in this Curriculum Planning Guide represent only a few of the many excellent books on the market and are intended to be a starting point for professional reading. The books related to the future will help teachers develop a frame of reference in dealing with futures-oriented topics in their classes.

Armstrong, David G. *Social Studies in Secondary Education*. New York: Macmillan Publishing Co., Inc., 1980

Banks, James A. *Teaching Strategies for Ethnic Studies*, 3rd ed.. Boston: Allyn & Bacon Inc., 1984.

Dupuis, Mary M. and Eunice N. Askov. *Content Area Reading: An Individualized Approach*. Englewood Cliffs, NJ: Prentice-Hall, 1982.

Gall, Meredith D. *Handbook for Evaluating and Selecting Curriculum Materials*. Boston: Allyn and Bacon, 1981.

Hartoonian, H. Michael and Claud Thompson, eds., *Rethinking Social Education: Ideas and Recommendations from Wingspread*, Washington, D.C.: National Council for Social Studies, 1984.

Hunt, Maurice P. and Lawrence E. Metcalf. *Teaching High School Social Studies*. New York: Harper & Row, 1968.

Johnston, Jerome. *Evaluating the New Information Technologies*. San Francisco: Jossey-Bass, 1984.

Michaelis, John U. *Social Studies for Children: A Guide to Basic Instruction*, 8th ed.. Englewood Cliffs, NJ: Prentice-Hall, 1985.

Project SPAN Staff & Consultants. *Current State of Social Studies, Working Papers from Project SPAN*. Boulder, CO: Social Science Education Consortium, 1982.

————. *The Future of Social Studies*. Boulder, CO: Social Science Education Consortium, 1982.

Sanders, Norris M. *Classroom Questions: What Kinds?* New York: Harper and Row, 1966.

Saunders, Phillip, et.al. *A Framework for Teaching the Basic Concepts*, 2nd ed. New York: Joint Council on Economic Education, 1984.

Schug, Mark C. and R. Beery, eds. *Community Study: Application and Opportunities*. Washington, D.C.: National Council for the Social Studies, 1984.

Taba, Hilda, Mary C. Durkin, Jack Fraenkel, and Anthony H. McNaughton. *A Teacher's Handbook to Elementary Social Studies*. Reading, MA: Addison-Wesley Publishing Co., 1971.

Weitzman, David. *My Backyard History Book*. Boston: Little, Brown & Co., 1975.

Wulf, Kathleen M. and Barbara Schave. *Curriculum Design: A Handbook for Educators*. Glenview, IL: Scott, Foresman and Company, 1984.

Futures Studies

Benjamin, Harold. *The Saber-Tooth Curriculum*. New York: McGraw-Hill, 1939.

Capra, Fitjof. *The Turning Point*. New York: Simon and Schuster, 1982.

Diebold, John. *Making the Future Work*. New York: Simon and Schuster, 1984.

Ferguson, Marilyn. *The Acquarian Conspiracy*, Los Angeles, J.P. Tarcher, Inc., 1981.

Gallup, George, Jr., and William Proctor. *Forecast 2000*, New York: William Morrow and Co., 1984.

Gingrich, Newt. *Window of Opportunity: A Blueprint for the Future*. New York: Tor Books, 1984.

Harman, Willis. *An Incomplete Guide to the Future*. New York: W. W. Norton and Co., 1979.

Hawken, Paul, James Ogilvy and Peter Schwartz. *Seven Tomorrows*. New York: Bantam Books, 1982.

Henderson, Hazel. *Politics of the Solar Age*, New York: Doubleday, 1981.

Mannheim, Karl. *Ideology and Utopia: An Introduction to the Sociology of Knowledge*. New York: Harcourt Brace, 1936.

Manuel, Frank E., ed. *Utopias and Utopian Thought*. Boston: Houghton Mifflin, 1966.

More, Sir Thomas. *Utopia*. (several editions).

Orwell, G. *1984*. New York: Harcourt Brace, 1949.

Owen, Robert. "New Lanarch Address" from *The Life of Robert Owen*. New York: A. M. Kelley, 1967.

Skinner, B. F. *Walden II*. New York: Macmillan, 1948.

Toffler, Alvin. *The Third Wave*. New York: Bantam Books, 1981.

Vonnegut, Kurt. *Player Piano*. New York: Dell, 1974.

Well, H. G. "The Time Machine" in *Seven Science Fiction Novels of H.G. Wells*. New York: Dover Publications, 1934 (also in other collections).

Computers

The books listed in this section are but a representative sample of the materials currently available on this topic. Almost daily new books, periodicals, and directories are published. Clearly this is a rapidly changing field. Teachers may want to keep in contact with libraries, book stores, and computer stores on a regular basis. For specific computer brands and models there are a number of books written which discuss the specific computer and its possible applications.

Abelson, Robert B., ed. *Using Micro-Computers in the Social Studies*. Boulder, CO: Social Science Education Consortium, 1983.

Ahl, David H., ed. *Computers in Science and Social Studies*. Boulder, CO: Creative Computing, 1983.

Bitter, Gary C. and Ruth A. Camuse. *Using a Microcomputer In The Classroom*. Reston, VA: Reston Publishing Company, 1984.

Clark, Gary. *Computers and Youth Minds*. Chatsworth, CA: Datamost, Inc., 1984.

Freedman, Alan. *The Computer Glossary: It's Not Just a Glossary*. Englewood Cliffs, NJ: Prentice-Hall, 1983.

Judd, Dorothy H. and Robert C. Judd. *Mastering the Micro: Using the Micro-Computer in the Elementary Classroom*. Glenview, IL: Scott Foresman, 1984.

Landa, Ruth K. *Creating Courseware: A Beginner's Guide*. New York: Harper & Row, 1984.

Papert, Seymour. *Mindstorms*. New York: Basic Books, 1980.

Turett, Carol and Lori Gillespie. *Choosing Educational Software: A Buyer's Guide*. Littleton, CO: Libraries Unlimited, 1984.

7

The Changing Curriculum

The art of progress is to preserve order amid change and to preserve change amid order. –Alfred North Whitehead

In curriculum work, there is a time to innovate and a time to consolidate. Clearly, this curriculum statement stresses consolidation. Even so, educators must look to the next phase of the cycle. If there is any clear lesson in the turbulent history of curriculum since World War II, it is that ephases periodically change in objectives and strategy. In the late 1950s and 1960s schools were too quick to accept responsibility for solving social problems such as racism, drug abuse, crime, and poverty, and ignored the important contributions of the family and church. When schools failed in these inflated roles, educators overreacted and cut back to teaching fundamentals—a worthy but not all consuming responsibility. Many educators now realize that the curriculum–building process is buffeted by outside forces in society. Changes in political preferences by the public, technological change, economic trends, and lifestyle preferences are among the uncontrollable forces that affect curricular choices. Much curricular change takes place in classrooms as a result of these social pressures and is only later formalized and legitimatized in curriculum planning guides like this one.

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Although the major swings in curriculum are quite clear in broad historical terms, the actual amount of change in classrooms varies tremendously. Larger and more affluent districts seem to be in the vanguard on each trend. Educators who keep up with the latest literature and attend conventions and workshops believe that curriculum practices change substantially, but studies based on widespread classroom observation show an opposite picture both through time and across geography. Paradoxically, districts that were unchanged by the innovations of the 1960s and early '70s discovered that they were on the forefront in the new conservatism of the late 1970s and early '80s.

With this broader understanding of curriculum change, we look to the future. As curriculum developers, we can neither afford to expect quick fixes nor be cynical about the possibility of making positive differences. We must realize that curricular issues are best considered within varying frames of reference, extending from the planetary level to the individual classroom, and from various social forces to the concrete reality of the teacher devising constructive lessons for the next class period. Successful curriculum revision is the art and science of manipulating these multiple variables.

What are some of the possible issues for the next round of curriculum development? At this early stage, we are thinking in broad terms, and our suggestions overlap the interests of other subject areas. We have organized our ideas into five general topics.

- Limitation of textbooks in an Information Age
- Coordinating schooling and education
- Remodeling the structure of knowledge and logic
- Balancing the fragmenting and binding forces of schooling
- Radical reconstruction of education

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By describing these issues, we are not necessarily endorsing any view of them but only nominating them for consideration. We heartily urge readers to add their own nominations.

The Limitations of Textbooks in an Information Age

A growing question is whether textbooks by themselves are a satisfactory medium for modern knowledge. For years we have read that knowledge doubles every five to ten years and that 90 percent of the scientists who have ever lived are alive today. We know more about virtually everything, and an increasing proportion of knowledge is filtered through numbers. On any topic, it is possible to measure and count something and subject the results to statistical analysis, graphing, and mapping. Newspapers devote less space to events and more to trends. Best sellers, like Naisbitt's *Megatrends* (1982) are based on numeric trends and short-range projections. The stock market and the weather are tabulated on an hourly basis. Remote sensing satellites photograph the planet and gather so much data that it takes megacomputers to keep it from spilling on the floor unused. Our economy is monitored by a panoply of economic indicators, and our opinions are polled by political parties, market researchers, and dozens of special interest groups. The population census presents data on over 100 questions, broken down to the level of the neighborhood block. We have special censuses in agriculture, business, transportation, housing, and manufacturing. Every three years, the government publishes a book on social indicators and a private organization publishes world indicators. Subdisciplines have been developed in econometrics, cliometrics, demography, and social indicators—each with journals, annual meetings, classic books, heroes, and networks.

Textbooks are fine for slower changing, generalized knowledge but are hopelessly out of touch with the explosion of fine-grained but highly perishable social trend data that are so important in pursuing a career, choosing where to live, investing money, bringing up children, maintaining our health, and exercising our citizenship. A crucial life skill is to know where to locate information in a variety of places and forms. Modern library networks allow citizens everywhere to gain access to information from around the world. Even small and remote communities with meager school and local libraries have no need to live an information-sparse existence.

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The wave of the near future may well be in online databases. Over 3,000 of these databases are already operating, directly accessible by microcomputers equipped with a modem. Much of this information, especially census data, is available to every local community in the nation. A whole new dimension of social studies is opening. Not only should students learn where to find and how to use the new sources of data, they must learn how to detect the growing abuses of social information.

It seems unlikely that textbooks will disappear from classes. However, knowledge and information processing skills are too diverse and too rapidly changing to allow textbooks to serve as the exclusive knowledge base in our classrooms.

Coordinating Schooling and Education

The explosion of information and knowledge means that the proportion that can be studied in school becomes progressively smaller. Increasing learning efficiency in school would help counteract this problem.

One way to increase learning efficiency is to make greater use of what is learned in the normal course of living. Students learn of government, law, and politics related to common family encounters with taxes, draft registration, street repair, vandalism, building codes, divorce proceedings, and the neighbor's barking dog. Economic encounters begin early with efforts to earn and buy and trade and borrow and steal. Each of the conventional social sciences are manifested in everyday life. An educator in Florida engaged in community assessment reported that in some instances test scores for students rose faster during the summer vacation than during the school year. Of course, maturation and motivation both could contribute to this result, but the point is that we learn the material of social studies in life—yet act as though schooling is the extent of education.

A first step in making better use of out-of-school learning is to change some common attitudes. We need to promote the idea that just as people have taken greater personal responsibility for their health, it is highly advantageous for them to take greater responsibility for their learning. Learning does not require classrooms, teachers, textbooks, tests, and graduation. We are all involved in a lifetime of learning in which schooling is a catapult in some of the early stages. Life is highly instructive for anyone who cares to pay attention.

In devising the next curriculum, we must give greater attention to weaning students from the need for instruction by a teacher in a classroom.

In devising the next curriculum, we must give greater attention to weaning students from the need for instruction by a teacher in a classroom. What can we do to prepare students for lifelong learning? How can we help them capitalize on networking? There is no topic or activity that does not have small bands of people exchanging ideas and interacting in informal networks. In a nation featuring dispersed families and anonymous neighborhoods, workshops, user's groups and clubs are among the richest opportunities for experiencing the marvelous feeling of a learning community.

A different approach to testing might do much to coordinate school and nonschool learning. Tests normally look back. They come at the end of a unit and evaluate student mastery of previous learning. A different strand of testing could look forward and ask what the student is ready to master next. A different frame of reference would be necessary. It might be thought of as a hierarchy of social studies literacy: low on the scale

would be easy, familiar ideas and skills; high would be difficult and complex ones. For example, near the top would be "Is ready to read with comprehension John Maynard Keynes' monetary theory." Near the bottom would be "Can learn cardinal directions on a map when explained by a teacher." The end-of-the-year test would not be on the social studies textbook just finished but on how well students can learn samples of the next one. It would not matter where students gain their capabilities. A good amount of learning no doubt would come from outside of school or perhaps from linguistic skills learned in a language arts class.

One advantage of this view of testing is that it can be carried throughout life. We are all at some stage of social literacy in terms of what we are capable of doing next. Social literacy should not refer only to book learning. It should include such tasks as completing an income tax form, teaching an adult class, investing successfully in the stock market, conducting a charitable fund drive, mediating a church dispute, and figuring out how to use *Visicalc*. Few adults will want to do all of these things, but a well educated person has the entry skills and knowledge necessary to learn a great many of them. Less educated people are ready to learn fewer things. They have fewer options for living out their lives in a rapidly changing world.

Remodeling the Structure of Knowledge and Logic

The K-12 social studies curriculum recommended in this document is based on a structure of knowledge illustrated in figure 5 (p. 29).

However, we recognize that since the early 1960s when this framework became popular in education, our understanding of concepts has undergone significant changes. We have come to realize that the process of classification by which we define our concepts is not nearly as precise a practice as we had assumed. The generalizations that stated the relationships among the concepts were supposed to reveal how the social world worked, but seldom lived up to expectations. Consequently, this model will not be of use much longer.

The effort to create artificial intelligence using computers has been only modestly successful but has revealed surprising insights into the operation of the human brain. Scientists have discovered how often the brain allows us to slip our mental clutches by subtly altering the meaning of words or slightly changing the context of arguments and underlying assumptions in ways contrary to the rules of logic but immensely helpful in sustaining a creative line of thought. Computers are unwavering in being literal in their 0s and 1s but, in terms of creativity, do not come close to the human brain. On the other hand, computers have much better memories and can systematically manipulate masses of data with greater facility than the brain. In any case, developments in artificial intelligence do not offer any models for the structure of knowledge.

The curricular importance of all this is that instructing students on how the world works offers them an idealized version of knowledge and logic. Almost everything about the social world is more complex than we lead students to believe.

Gregory Bateson defines three levels of learning that can be useful here.

- Proto-learning - factual recall
- Deutro-learning - conceptual learning carried to the application level
- Learning III - conceptual learning but with an understanding of its shortcomings and limitations

Current curricula are clearly on the Deutro-learning level. Our challenge is to move schools into Learning III, which will almost certainly create the problem of instruction that is beyond many students. The recent social preference for equality of opportunity (equity) rather than equality of result (egalitarianism) allows educators to balance attention between students with greatest potential and students with greatest need.

Balancing the Fragmenting and Binding Forces of Schooling

One consequence of the proliferation of knowledge is the fragmenting effect on society. At a time when humankind desperately needs commitment to the larger good, we learn to see ourselves not only as citizens of a single nation, but as members of a political party (or a wing of a party); as having a male or female mindset; as in an age cohort, a social class, and a lifestyle. We have loyalties to various positions on such diverse topics as abortion, nutrition, and smoking.

In our brittle society we desperately need social cohesion.

One effort to unify the nation is through general education,—that portion of schooling shared by everyone. Besides being economically efficient, general education provides an opportunity for reaffirming our common life, redefining our common goals, and confronting our common problems (Boyer and Levine). In our brittle society we desperately need social cohesion. Citizenship education must emphasize multiple loyalties to family, church, community, nation, and planet. We need to give students vivid pictures of the heroism of sacrificing self for the greater good.

A portion of general education that falls to social studies is the patriotism that comes from learning our common heritage. A generation ago, the schools dispensed the social glue of national patriotism in a form that seems somewhat simplistic today. We are still thankful to live in a nation of freedom and justice but recognize that our ideals are not always carried into practice and that we do not have a monopoly on truth. We recognize that the world cannot easily be classified into good and evil. In seeking this more sophisticated patriotism (which is both nationalistic and planetary), we do not want to lose the emotions that come with the sudden view of the flag flying or a band playing the national anthem. Just how we find the proper mixture in the classroom is something we have to work on.

Another way to resist social fragmentation is in the way we deal with controversial issues in the classroom. The guidelines for fair and impartial procedures worked out in the past are still sound. The difference now is the growing realization that many social problems are more appropriately subjected to conflict resolution than debate.

Social studies education should include practice in conflict resolution as well as debate. Perhaps the whole competitive school environment in athletics, grading, elections, and contests needs review to determine if greater collaboration could be introduced in some areas.

Radical Reconstruction of Education

Seymour Sarason recently emphasized how our collective world view can inhibit our creativeness. Following his line of argument, we are currently stymied by the conviction that education requires schools of conventional egg-crate design, with students in groups of 20-30 led by state-licensed teachers for 13 years, 6 hours a day from September to June with desks, textbooks, report cards, IQ tests, extracurricular activities, and graduation. If we assume all of this structure is inviolable, we are not likely to change much with a curriculum planning guide, or a new textbook series, or a few additional graduation requirements.

Our schools today prepare students to enter an industrial world. Students are taught how to live in a scientific, urbanized, mass produced, competitive, analytic, nationalistic, growth-oriented, secular society. Some claim that we are now entering a post-industrial world not yet clear in nature but frequently described as an information society—service-oriented, collaborative, planetary, spiritual, holistic, and future-looking. Today our schools are still organized like mass production industries with a curricular assembly line, evaluative quality control, and hierarchical management structure. If industry is moving away from mass production, it is reasonable to consider new formats for schools, too.

Today our schools are still organized like mass production industries with a curricular assembly line, evaluative quality control, and hierarchical management structure.

An article by Stephen Kindel in a conservative business periodical describes the newly emerging "Workshop Economy," a different model, which might be applied to education. Relatively small enterprises identify a narrow market, using scientific market research, and employing high technology, and newly recognized small scale economics to serve customers better than would be possible with the assembly line. For example, minimill steel companies now have 20 percent of the United States market. They use computer-controlled electric furnaces, continuous casting, and numerous energy-saving techniques to make specialty steel for customers who are located nearby, thus keeping transportation costs down. Might schools find a model for at least some parts of education in the workshop format, using high technology and economies of smallness? Much is made of the important role of entrepreneurs in our contemporary economy. Do we need some educational entrepreneurs?

Just as United Parcel Service changed the thinking of the United States Post Office, do we need a similar educational challenge?

In seeking curricular improvements, it would be a mistake to write off all of the innovations attempted in the 1960s as proven failures simply because they did not survive. It is entirely possible that some of these innovations could be useful if altered in form and applied in some setting other than a mass-production, factory-model school. Procedures that deserve reconsideration in specialty schools would include differentiated staffing, team teaching, inquiry instruction, nongraded instruction, flexible scheduling, and large and small group instruction. The national curriculum projects (such as the High School Geography Project) represented quality social science that many of us would like to teach.

What kind of school setting would allow us better success than we had with the first trial? The humanistic education of the late 1960s has been reprieved in part by being adopted in altered form by Japanese industry. The Japanese are reported to have learned many ideas in the 1950s when their delegations to the United States were impressed with Maslow's thinking. Now, such American companies as Hewlett-Packard, renowned for good management, have adopted a philosophy containing elements of humanistic education. What implications does this have for our classrooms?

Many teachers wince at even the mention of nongraded instruction and flexible scheduling. Our curriculum questions need changing to get teachers excited. A clue on how to do this is found in a conversation reported by Theodore Sizer in his book *Horace's Compromise:*

> I want hungry students the teacher said.
>
> *What do you mean hungry?* Kids who want to learn. Kids who aren't afraid to ask questions. Kids who try the hard problems. Questers.
>
> *Oh, you mean the smart ones.* No. Not at all. You don't have to be smart to be hungry and there are plenty of high scorers around here who aren't hungry . . . a great school would be one made up of only hungry kids. (And I, a school principal . . . add, and of hungry teachers).

What would it take to create classrooms in which hungry students were taught by hungry teachers?

What would it take to create classrooms in which hungry students were taught by hungry teachers? If we allow ourselves to reconstruct our world view, the question becomes more interesting—especially if we can muster the courage to risk the security of our credentials, lecture notes, and retirement fund. We need at least a few explorers to blaze some paths with experiments both inside and outside public education.

An historical scenario reported by Daniel Boorstin offers an analogy to educational innovators. In the 15th century Prince Henry the Navigator of Portugal was intent on exploring the economic possibilities of the west coast of Africa. From 1424 to 1434 the Prince sent 15 expeditions to penetrate farther down the coast, but every one returned with the same

report that Cape Bojador was as far as a ship could go. Cape Bojador is a slight bulge on the coast, hardly perceptible on modern maps. The water had some tricky currents and desert sands came down to the coast, giving an ominous appearance to sailors at a time when the idea of a flat earth was still current. When the sixteenth Captain got near the Cape, he turned west out to sea and passed the Cape without incident. Boorstin comments that Bojador was only "a barrier in the mind."

The time to consolidate is past. The time to innovate is before us. We must identify the Bojadors in contemporary education and, cite the sixteenth captain, sail past them.

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Briggs, J. & F. Peat. *Looking Glass Universe.* New York: Simon and Schuster, 1984.

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Naisbitt, John. *Megatrends.* New York: Warner Books, 1982.

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Sizer, Theodore. *Horace's Compromise.* Boston: Houghton Mifflin, 1984.

8

Graduation Standards in Social Studies

Wisconsin Administrative Rules and Recommendations for High School (9-12)

I. Administrative Rule

PI-1803 (b) states that beginning September 1, 1988, a Board of Education may not grant a High School diploma to any student unless the student has earned "3 credits of social studies which shall incorporate instruction in state and local government."

II. Recommendations

A. Instruction in Social Studies—The three credits of social studies in the 9-12 program should be allocated so as to complement the total secondary (7-12) social studies sequence. That is, within the 7-12 sequence, one-third of the time should be devoted to the study of the world, one-third of the time should be devoted to the study of the United States, and one-third of the time should be devoted to the study of the several social science disciplines.

B. Instruction in federal, state, and local government—The content recommended to meet this standard include, but are not limited to,

- Rights and responsibilities of citizenship
- Political decision making
- Governmental structure (federal, state, and local)
- Political and voting behavior
- Public finance
- State and federal constitution
- State and federal governmental agencies
- Relationships between federal government and local and state governments (federalism)

The above content can be presented in either a semester course on government, civics, or citizenship or in units in courses such as U.S. history, civics, state history, government, law-related education, political science, citizenship, social problems, and contemporary issues. If units are presented in several courses, the total number of units should be equivalent to one semester of course work.

Local districts are expected to delineate in their social studies curriculum where and for what length of time units are addressed, either within a separate course or as content of other required social studies courses.

Minimum Allocated Instructional Time: Recommended by the Wisconsin Department of Public Instruction*

Grades K-6: minutes per week for a six-hour instructional day

Grade Level	K**	1	2	3	4	5	6
Reading/English Language Arts***	30%	700	700	600	600	500	425
Mathematics	10%	250	250	250	250	250	250
Social Studies	10%	125	150	175	200	225	250
Science	10%	100	100	150	150	175	250
Health	10%	75	75	100	100	125	125
Physical Education	10%	150	150	150	150	150	150
Art	10%	90	90	90	90	90	90
Music	10%	75	75	75	75	75	75
Foreign Language	---	---	---	---	---	100	100
Environmental Education****	****	****	****	****	****	****	****
Total Allocated Instructional Minutes		1565	1590	1590	1615	1690	1715

* While there is a recommended allocated instructional time for each subject, educators are encouraged to integrate subjects within the curriculum whenever possible.

** Up to one-third of each day in the kindergarten schedule may be reserved for students' self-selected instructional activities. The allocated instructional time recommendations presented in column K apply only to the portion of the schedule planned for teacher-directed activities. The time allocations for kindergarten are expressed in percentages to facilitate planning for various kindergarten schedules.

*** Instruction specifically designed to strengthen reading and writing abilities should be integrated with other disciplines, e.g., health, science, and social studies. For further discussion of the recommendations, see *A Guide to Curriculum Planning in Reading* and *A Guide to Curriculum Planning in English Language Arts*.

**** Environmental topics should be infused into instructional units in all subjects, with the greatest emphasis in health, science, and social studies. A significant amount of time should be devoted to such topics. For a further discussion of this recommendation, see *A Guide to Curriculum Planning in Environmental Education*.

Writing in the Social Studies

Why should content-area teachers encourage students to write?

- Writing promotes learning of the subject matter by requiring active attempts at making meaning, requiring planning and reviewing, connecting prior knowledge with new information, making students' thought processes visible and accessible, and helping students to develop higher-order thinking skills.
- Students who write about a concept are less likely to find the concept confusing.
- Students who see that writing can be useful in a wide variety of contexts will be motivated to become better writers.
- The more students write, the more relaxed and positive their attitude toward writing will be. Students with positive attitudes toward writing are more likely to write well.

How can content-area teachers improve methods of assigning and evaluating writing?

- Think of writing as a tool to aid learning and as a means of communication as well as a means of evaluation.
- Assign frequent short assignments rather than a single long one. Repeated practice is important in learning writing as in learning any skill.
- Be clear in expressing the purpose of a writing assignment. Written assignment sheets specific to each assignment provide guidance through the writing process and answer many students' questions.
- When planning major writing assignments, provide ample time and opportunity for students to brainstorm, explore ideas, and develop their ideas through several drafts.
- Assign some writing that will not be evaluated. Idea logs, notebooks, summaries, and brief writings to clarify concepts will serve a more useful purpose if they are viewed as means, not ends.
- Rather than saving all feedback for the final evaluation of a paper, provide feedback as students produce drafts, giving them opportunities to apply teacher suggestions.
- Provide opportunities for students to talk about their writing topic. Use mini-conferences and small student groups to provide feedback during the students' writing process. Oral comments are faster and often more effective than written ones.
- Pay attention to strengths as well as weaknesses. Success breeds success.
- Share successful student writing with the class by reading aloud, mounting papers on bulletin boards, and using an overhead projector.
- Focus on one or two concerns at a time. Work first with ideas and organization, then with mechanical correctness. Do not expect students to address everything at once.

What are some types of writing assignments that enhance the learning of content?

Students logs, journals, and idea books. Informal in nature, these notebooks provide frequent opportunities for writing. Students may use these books to define terms, clarify concepts, formulate questions, summarize or evaluate course content, or to focus on ideas for class discussion. Journal writing might be done for five minutes at the beginning of a class period to summarize the previous night's assignment, in the middle of a discussion to interpret or expand upon material being presented, or at the end of a class to summarize the day's lesson or to prepare for the next day's assignment.

A dictionary of new terms. Each student writes and revises definitions for new terms and keeps them as a cumulative list. Formulating meanings for terms specific to the subject area aids in comprehension, keeping the list provides an aid to review.

Field notebooks and field journals. These assignments provide opportunities to describe how people in a subject area use and organize language and help students to develop greater skills of observation.

Articles for school and local newspapers. Writing for newspapers makes students think about the needs of a larger audience other than the teacher and helps them to clarify their ideas of the course's topics and activities. Such articles also provide recognition students or for whole classes.

Letters to the editor and position papers. Writing about issues relates course content to real-world concerns and gives students a chance to practice persuasion skills. Position papers encourage students to work with knowledge and their own ideas to probe for answers to questions and draw conclusions that can be the basis for stimulating interaction.

Story problems. Students learn to incorporate formulas from mathematics lessons in writing their own problems. These can be collected from small groups or classes and used for study or review.

Interviewing. Students develop an awareness of audience and call upon a variety of thinking and writing skills in preparing questions, gathering information, and editing answers. Interviews can be either an individual or a small-group activity.

Writing directions for students unfamiliar with a process. This activity requires that students understand the process and are able to sequence the steps to explain the process. Addressing an audience other than the teacher emphasizes the importance of being clear, inclusive, and well-organized.

Speech writing and group presentations. Motivation is high when writing is aimed at an audience. Group presentations spark the focus on shared ideas and peer editing, which improves writing quality.

Peer critiques or self-critiques of activities or processes. Written critiques can help students review their performance in order to identify strengths and weaknesses and plan for improved performance. These activities teach valuable self-monitoring strategies.

What kinds of writing activites should be emphasized with students at various levels? The following are illustrative examples of writing activites.

Grades K-3	Grades 4-6	Grades 7-9	Grades 10-12
Informal discussions Show-and-tell Pantomine Dictating or writing experiences, captions, or observations Calendar Letters	Journals Dictation Writing from memory Writing about Pictures Letters Written show-and-tell Writing experiences, directions, captions, or observations	Journals Panel discussions (with written preparations) Informal oral presentations (with written preparation) Short scripts Script enactments Letters Records of observations Basics in using research sources Position papers	Journals Panel discussions Oral presentations Interviews Reportage Letters Research Profiles Reflections Generalization and theory Position papers

Appendix D

The Directed Reading/Thinking Activity for Social Studies

The Directed Reading Thinking Activity (DRTA) is a general model for teaching subject-area reading that incorporates much of the appropriate knowledge and recent research regarding reading comprehension instruction. This is described in detail in the *Guide to Curriculum Planning in Reading*, which should be consulted by those wishing a more complete description of the activity. The DRTA provides an instructional framework for integrating specific reading strategies or processes into the social studies content while encouraging development of critical reading and thinking that can be applied to all subject areas.

The DRTA involves six stages: (1) preparing for reading; (2) setting a purpose; (3) guiding silent reading; (4) discussing, rereading, reflecting and extending; (5) critical thinking; and (6) extending activities. The following sections will describe each of these, offering suggestions for instruction and application by social studies teachers.

Preparing for Reading: Before giving a reading assignment, examine the reading selection or text to determine the features that will help student comprehension and identify both unfamiliar vocabulary and concepts that might create difficulties for the students. Next, assess the students' experiential backgrounds to decide whether they have the necessary concepts and vocabulary knowledge to achieve a satisfactory level of meaning from the text. If not, it will be necessary to decide how best to help students acquire the sufficient background before they read the selection. Vocabulary instruction research seems to indicate that a focus on concepts and meanings in familiar contexts is more profitable than a rote learning of new words in isolation. Thus, one should teach unfamiliar vocabulary essential to understanding text material in rich contextual settings before and during reading. Teachers are urged to consult "Word Meaning" in Part II of the *Guide for Curriculum Planning in Reading* for a thorough discussion of vocabulary instruction.

The following are some specific suggestions for preparing students for reading in social studies.

- Assess and expand the students' background knowledge and experience as related to the text or assignment
  - by direct questioning to find out what students know or believe they know;
  - by noting misconceptions and offering information to provide adequate background for comprehension; and
  - by arousing interest and giving students an awareness of the relevancy of text material to their daily lives.
- Introduce necessary vocabulary and fundamental concepts
  - by brainstorming with students about the general meaning of new words;
  - by guiding students to more specific meaning of new words used in the assigned text;
  - by analyzing the structure of the new words to aid in their recognition (roots, prefixes, suffixes); and
  - by developing a semantic map that links vocabulary to larger concepts.

Setting a Purpose: The more thoroughly teachers prepare students to identify text features and to set the purpose, the more likely students are to achieve comprehension. Before reading a selection, have students preview it; examine the arrangement of material and such features as headings, italicized words, and summary statements; and develop predictions concerning content. Through this procedure students begin to identify a purpose for their reading. The teacher should focus students' attention on important concepts contained in the text. For example, a history teacher who wants students to under-

stand the events leading to World War II should point out that a list of such factors may be developed from the reading. If geographic information or exact chronology is desired, that should be made clear so that students have some sense of what aspect of the text material to focus upon.

Some specific ways to help students set a purpose for their reading might include the following.

- Have them note the basic structure of the text, including introductions, headings, and conclusions or summaries.
- Discuss titles and subtitles in the assigned material.
- Direct attention to any graphic aids, maps, pictures, charts, and the like.
- Point out any study aids such as summary or discussion questions.
- Have them note highlighted new vocabulary (italics, bold print, marginal notes).
- Have students generate several questions of their own to act as guides during their silent reading.

Guiding Silent Reading: Once reading purposes are clearly in mind, students may read the assigned material silently at their individual pace. Some ways of promoting effective silent reading are the following.

- Have students create definite guides (questions, outline, chart, and so forth) to refer to while reading.
- Guide students to create structured overviews of text material, focusing on identifying main ideas, key facts, overarching concepts, and so forth.

Discussing, Rereading, Reflecting, and Extending: Following purposeful silent reading, students should be guided in discussion of the content. Teachers should provide students with an opportunity to talk about the content in relation to their purposes for reading it. In addition, students should discuss whether the information acquired was sufficient to answer their questions and fulfill their expectations. Where relevant, students should describe how and why purposes for reading changed as they completed the assignment.

Critical Thinking: During class discussion, the teacher should ask questions requiring students to go beyond the specific details and think critically about the overall concepts and longer messages in the text. Students should verify their responses by rereading sections to support interpretations or to identify inconsistencies in the author's reasoning. Rereading passages can be done either orally or silently but should always have a definite purpose.

Following are specific activities involving discussion, reading, and reflection.

- Discuss answers to prereading purpose questions; confirm, and verify answers.
- Interpret information from reading by drawing conclusions, making inferences, generalizing, and identifying interrelationships.
- Evaluate information by making judgments, determining author's intent, comparing with other texts, and considering the overall significance of the information.
- Reflect upon information by applying to real-life (local and current) situations.
- Identify topics from reading for further research analysis, discussion, and writing.

Extending Activities: Extending activities serve to help students expand upon information gained from the reading. Such activities provide students opportunities to incorporate new ideas and information into their background understanding. Following are some suggestions for extending material derived from critical reading.

- Create structured overviews or cognitive maps of the central concepts.
- Locate and read additional information on one aspect of the material or topic.

- Relate material to a writing activity such as
  - writing a sentence using a key term from the text.
  - writing a framed paragraph.
  - summarizing or discussing the main ideas in exposition or narration (a brief story, an imaginary dialogue, a dream)
  - constructing a newspaper editorial or article using the information.

Wisconsin DPI Social Studies Publications

Bulletin No.

0906 *Descriptors for Anthropology.* A teacher's guide listing the basic concepts and objectives for anthropology. It contains suggestions for content inclusion and student/teacher resources. (No charge).

9901 *Descriptors for Economic Understanding.* A teacher's guide listing the basic concepts and objectives for economics. It contains suggestions for content inclusion and student/teacher resources. (No charge)

0907 *Descriptors for Geographic Literacy.* A teacher's guide listing the basic concepts and objectives for geography. It contains suggestions for content inclusion and student/teacher resources. (No charge)

0908 *Descriptors for Global Studies.* A teacher's guide listing the basic concepts and objectives for global studies. It contains suggestions for content inclusion and student/teacher resources. (No charge)

0909 *Descriptors for History.* A teacher's guide listing the basic concepts and objectives for history. It contains suggestions for content inclusion and student/teacher resources. (No charge)

0910 *Descriptors for Law-Related Education.* A teacher's guide listing the basic concepts and objectives for law. It contains suggestions for content inclusion and student/teacher resources. (No charge)

9902 *Descriptors for Political Understanding.* A teacher's guide listing the basic concepts and objectives for political science. It contains suggestions for content inclusion and student/teacher resources. (No charge)

9917 *Descriptors for Psychological Understanding.* A teacher's guide listing the basic concepts and objectives for psychology. It contains suggestions for content inclusion and student/teacher resources. (No charge)

0911 *Descriptors for Sociology.* A teacher's guide listing the basic concepts and objectives for sociology. It contains suggestions for content inclusion and student/teacher resources. (No charge)

5193 *Skill Development in the K-6 Social Studies Program.* This publication outlines basic social studies skills by grade level for the K-6 program and includes objectives and activities. ($2.00)

7250 *Program Improvement for Social Studies Education in Wisconsin.* A guide for curriculum leaders and teachers for evaluating, developing, and implementing the K-12 social studies program. The material includes several "hands-on" activities for curriculum committees and teachers to help in the improvement process. Alternative sequences are presented with instructional and course recommendations for the local social studies curriculum. ($1.50)

8279 *A Discussion Paper on Preparation of Elementary and Secondary Social Studies Teachers.* This publication, prepared by the Wisconsin Social Studies Curriculum Study Committee, discusses the ideal scope of academic preparation and experiences, which will lead to excellence in preparing of social studies teachers. (No charge)

0911 *Learning Guide for Social Studies Skill Development, 7-12.* This guide provides specific learning activities for the social studies program in eight skill areas such as reading, writing, and decision making. The guide also provides a skill development and maintenance sequence for the social studies curriculum. ($2.00)

5193 *A Teacher's Guide to the Economy and Business Organizations.* A teacher's guide dealing with the basic organizations in our economy includes master for transparencies, material reference, and student activities. ($2.00)

3211 *Africa in the Social Studies Textbooks.* This booklet discusses those areas of content about Africa dealt with in literature and social studies textbooks. Attention is given to evaluation procedures for selecting materials. This publication includes a useful bibliography and critical guide to teaching materials on Africa. ($2.00)

2385 *Religious Studies Guidelines.* This guide provides educators with a basic rationale for religious studies as well as legal requirements relative to public education and religious studies. The guide also offers curriculum suggestions and standards for teacher education. ($1.50)

Note: *Publications listed here may be ordered from the Publications Sales Office, Department of Public Instruction, GEF 3, 125 South Webster Street, P.O. Box 7841, Madison, WI 53707. Orders under $10.00 must include remittance. Purchase orders are accepted from Wisconsin schools for orders totaling $10.00 or more.*

Wisconsin Public School Observance Days

The individual women and men who are honored on Observance Days provide students with elements of tradition necessary to the preservation of our society. These elements of our cultural heritage need to be part of the social studies curriculum so that proper emphasis can be given to these individuals within the context of Wisconsin and United States history as well as in relationship to those political, economic, and social institutions which they improved. When an observance day falls on a Saturday or Sunday, the statutes provide that the day be observed on the preceding Friday or the following Monday, although federal law has moved many legal holidays to Monday. Wisconsin observance days should be observed on the day itself or as otherwise specified.

September 28. Frances Willard (1839-1898) was a teacher, lecturer, and reformer who grew up in Janesville, Wisconsin, and became influential in the early women's movement. She was president of the Womens Christian Temperance Union (WCTU) from 1879 until her death. Under her leadership, the WCTU became, by the end of the century, a prestigious world organization with a membership of 2 million women.

October 9. Leif Erickson was a Norse explorer, born in Iceland and raised in Greenland, where he later became ruler. He is regarded as the first, or among the first, of the Norsemen to reach North America. Icelandic sagas written 300 years after his death described his exploration, in about 1000 A.D., to a land he called "Vinland." The historic location of Vinland remains unknown but is widely believed to be on the North American continent.

October 12. Christopher Columbus (1451-1506) was an Italian navigator. In 1492, serving the Spanish king and queen, he led the first recorded European fleet to sail across the Atlantic Ocean in temperate latitudes, landing in the Bahamas. He is acclaimed for "discovering" America because his voyage led to widespread exploration and permanent settlement of the Americas.

November 11. Veterans Day began in 1919 as Armistice Day to commemorate the end of World War I. In 1954, President Eisenhower signed an act of Congress, changing November 11 to Veterans Day, "a day dedicated to world peace" and honoring all veterans of the United States armed services.

January 15. Martin Luther King, Jr. (1929-1968) was a Baptist minister who led the United States civil rights movement in the 1950s and 1960s by advocating nonviolent resistance to achieve equality for black people. He received the Nobel Peace Prize in 1964 for his role in working for civil rights through peaceful means. His efforts contributed to the passage of the Civil Rights Act of 1964 and the Voting Rights Act of 1965. He was assassinated in 1968.

February 12. Abraham Lincoln (1809-1865) became the 16th President of the United States in 1860 and was president during the Civil War. He is responsible for the Emancipation Proclamation of 1863, declaring that all slaves still in states of rebellion shall be forever free. Lincoln has become a legendary figure representing the ideals of democracy. He was assassinated in 1865.

February 15. Susan B. Anthony (1820-1906) organized campaigns across the United States advocating the right of women to control their own property, vote, and get an education. In 1872, she illegally voted in a federal election to protest the 14th and 15th Amendments to the United States Constitution which

gave all men, but not women, the right to vote. She was arrested, tried, and fined for her action. In 1920, the "Anthony Amendment," granting women the right to vote, became the 19th Amendment to the United States Constitution.

February 22. George Washington (1732-1799) is known as the Father of Our Country for his efforts to create a new nation. He was commander of the Continental Army and a political leader in the Revolutionary War. In 1789, he was inaugurated as the first president of the United States and served two terms. He set a high standard of personal integrity and established a model of administrative excellence for all subsequent presidents to follow.

April 13. American's Creed Day commemorates the American's Creed written in 1917 by William Tyler Page who was then a messenger in the United States House of Representatives. His statement was the winning entry in a national contest for the "best summary of American political faith." The 100-word creed was accepted by the House of Representatives in April 1918.

June 14. Robert LaFollette Sr. (1855-1925) is widely regarded as Wisconsin's most distinguished political leader. He served in the United States House of Representatives from 1885 to 1891, as Wisconsin governor from 1900 to 1906, and in the United States Senate from 1906 until his death in 1925. He was one of the founders of the national Progressive Party and, in 1924, was that party's candidate for president of the United States. A 1957 poll of historians and senators named LaFollette as one of five most distinguished nonliving senators. Robert LaFollette Sr. day is to be observed if school is in session on June 14.

Instructional Television Programs (ITV)

Each school year Wisconsin Educational Television Network broadcasts social studies programs statewide. In addition to network broadcast availability, taping rights for regular instructional series allow teachers the flexibility to use programs at times convenient for them. Before taping, teachers should check with the network to be certain no copyright violations occur.

At the beginning of each school year a new broadcast schedule of dates and times for each series is available from the following:

Wisconsin Department of Public Instruction
Social Studies Supervisor
125 South Webster Street
P.O. Box 7841
Madison, WI 53707
(608) 267-9273

Wisconsin Educational Communications Board
3319 West Beltline Highway
Madison, WI 53713-2899
(608) 273-5500

CESA-ITV-Regional Service Units

Milwaukee Public Schools ITFS Channel 9
Director of Instructional Resources
P.O. Drawer 10K
Milwaukee, WI 53201
(414) 475-8143

Channel 36/Milwaukee Area
Southeastern Wisconsin In-School Telecommunications (SEWIST)
c/o CESA #1
P.O. Box 27529
West Allis, WI 53227
(414) 546-3000

Channel 38 Area and Channel 20 Area (East of Highway 51)
Northeastern Wisconsin In-School Telecommunications (NEWIST)
Instructional Services Building
U.W.-Green Bay
Green Bay, WI 54301
(414) 465-2599
(Also serves Translator 55/Ellison Bay area)

Channel 21 Area
Southern Wisconsin Educational Communications Service (SWECS)
c/o CESA #2, Madison Office
5301 Monona Drive
Monona, WI 53716
(608) 221-6223

Channel 31 Area
Western Wisconsin Broadcast Instruction Council (WWBIC)
c/o CESA #4
205 Main Street
Onalaska, WI 54650
(608) 785-9373
(Also serves Translator 49/Bloomington area)

Channel 36/Park Falls Area and Channel 8 Area
Lake Superior Broadcast Instructional Council (LSBIC)
Channel 8
1201 East University Circle
Duluth, MN 55811
(218) 724-8568

Channel 28 Area and Channel 20 Area (West of Highway 51)
Northwest Instruction Broadcast Service (NIBS)
c/o CESA #11
P.O. Box 158
Elmwood, WI 54740
(715) 232-1627
(Also serves Translator 55/River Falls area)

Informal Classroom Drama

Given the current emphasis on the "basics" of education, it is important to show how informal classroom drama can provide one of the most basic educational experiences. Students at all levels should have frequent opportunities to create classroom dramas.

What?

Informal classroom drama is an activity in which students invent and enact dramatic situations for themselves, rather than for an outside audience. This activity, perhaps most widely known as creative drama, has also been called drama in the classroom, educational drama, and improvisational drama.

No matter which term is used, the drama we are concerned with is spontaneously generated by the participants who perform the dual tasks of composing and enacting their parts as the drama progresses. This form of unrehearsed drama is a process of guided discovery led by the teacher for the benefit of the participants.

Why?

The informal classroom drama helps participants develop various skills.

- Students develop improved skills in reading, listening, speaking, and writing. Involvement in drama promotes written and oral skills as well as aiding vocabulary growth. Participants must listen attentively so the drama can continue, and must communicate their thoughts and ideas to others in the group. They will read background materials needed to do a drama.
- Students develop in thinking analytically, in acting decisively and responsibly. Drama challenges the participants to develop thinking skills in an organized, dynamic, group activity within the security of the classroom. This practice involves students in shared problem solving that often focuses on significant historic and contemporary events.
- Students increase and sustain the ability to concentrate and follow directions. Informal drama develops spontaneously with no script through the interaction of the group. Participants must pay attention to the suggestions given by the teacher or by group members.
- Students strengthen self-concept by cooperative interaction with others. In drama, participants learn to be contributing group members by sharing ideas in a give and take situation. Students quickly realize that the success of the drama depends entirely on their thoughtful involvement.
- Students learn to make commitments and fulfill them. Successful drama depends on all participants making a commitment to their tasks and comprehending what the other students are doing. Participants are responsible for working within the specified limits of the activity.
- Students learn to deal effectively with interracial, intercultural and multi-ethnic situations. Drama, by means of varied simulations, emphasizes a widening acceptance of the personalities, beliefs, and ideas of other peoples and cultures.
- Students increase motivation to learn. Active participation in creating classroom drama broadens students' experiences, clarifies information, generates new ideas, and improves attitudes toward learning.
- Students develop individual and group creativity. Drama begins with simple sensory exercises, and extends to far more complex enactments of scenes. Participants in drama create and respond to imaginative works developed by the group.

Who?

Classroom drama can be led by anyone interested in developing skill in this technique. Formal course instruction helps supplement the variety of books and media productions which detail several different approaches to drama. An effective drama leader acquires specific skills necessary to promote learning through drama. One of the most critical skills is the ability to ask questions which will draw from students the ideas on which they will base the drama.

Where?

Because education is not limited to schools, informal drama can be used anywhere. In the classroom all students can participate. Teachers can structure drama activities for students of widely varying physical and mental abilities.

How?

Drama need not be a separate subject added to an already overcrowded school curriculum. Teachers interested in using drama can incorporate it into many other subjects.

Drama also serves an integrating function when used in either school or non-school settings. When participants create dramas, they integrate life experiences with dramatic content as they see themselves and their ideas in new relationships to others.

Resources

Materials to help you learn more about drama:

Ehrlich, Harriet W. (ed). *Creative Dramatics Handbook*. Philadelphia: Office of Early Childhood Programs, 1974.

Heinig, Ruth Beall and Lyda Stillwell. *Creative Drama for the Classroom Teacher*. Englewood Cliffs, NJ: Prentice-Hall, Inc., 1981.

Littig, Eileen. "Creative Dramatics: Drama as an Important Classroom Tool." Bloomington, IN: Agency for Instructional Television. (18 color videotapes)

McCaslin, Nellie. *Children and Drama*. New York: Longman, 1981.

O'Neill, Cecily, et al. *Drama Guidelines*. London: Heinemann Educational Books, 1976.

Wagner, Betty Jane. *Dorothy Heathcote: Drama as a Learning Medium*. Washington, D.C.: National Education Association, 1976.

Way, Brian. *Development Through Drama*. London: Longman, 1967.

Teachers and others interested in developing their skills in leading drama will want more information than this brief statement can provide. Write directly to

The National Council of Teachers of English
1111 Kenyon Road
Urbana, IL 61801

Children's Theatre Association of America
1010 Wisconsin Ave., N.W.
Washington, D.C. 20007